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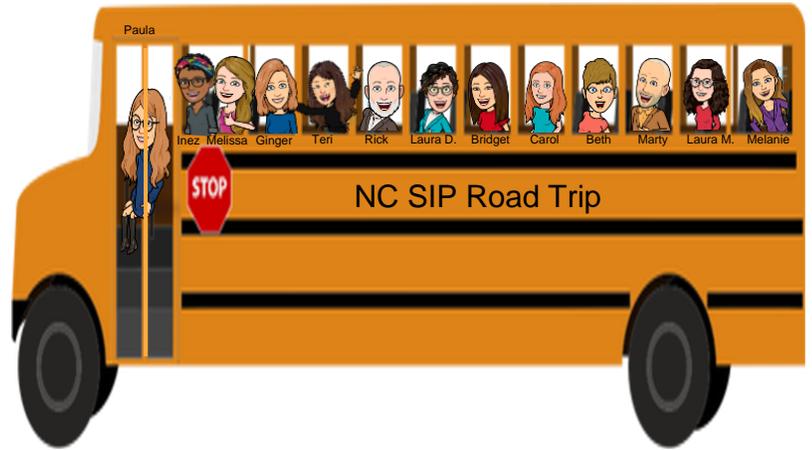
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Virtually, Nothing is Impossible!

If COVID-19 taught us anything, where there is a will, there is a way. Following the lead of so many dedicated educators across North Carolina, we began to offer a virtual option to help meet the needs of 25 districts that had to press pause on their Foundations of Mathematics and/or Reading Research to Classroom Practice professional development back in Spring 2020. Prior to this epidemic and state closures, the literacy and math consultants had already begun the process of preparing a blended version of both courses. Using the work that culminated over the summer, the teams developed a virtual option to help close out those courses that had completed at least two days of instruction. Working together with district instructors, we invited groups to attend a combination of asynchronous and synchronous coursework. Each day of instruction required that participants complete part of the course in Canvas. The Canvas component was a portion of what would have been covered in a face-to-face format. Next, the participants attended a live virtual event where the remainder of the content for that instructional day was delivered. It was quite an adventure to find ways to include the same quality activities in a virtual format. Our goal was to make this as engaging and interactive as possible and we took away many lessons from this experience. With the invaluable assistance of district instructors and Regional Coaches, we were able to help 53 FoM and 105 RRtCP participants complete all five days. Along with helping to tie up these loose ends, we gained a lot of insight that will help us move forward with planning and delivering future virtual offerings.





Beginning in 2013, our Curriculum and Instruction team decided to look at the practices and materials that were being utilized within our classrooms and evaluate them for effectiveness. We were determined to focus on a few evidence-based programs/practices to ensure successful implementation. Once we determined the programs and practices we wanted to focus on, we were able to determine gaps within our systems. Through this process, we were able to pinpoint several key training and programs for initial or continued implementation.

We began with the core. In order to guarantee that we had solid core instruction in our classrooms, we began offering Reading Research to Classroom Practice and Math Foundations twice a year. Our focus was not only on building the instructional practices within our classrooms but also on ensuring that we could build strong relationships between the instructor and the teachers participating. We know from implementation

In evaluating our practices, we found that we needed additional core professional development and supplemental supports for secondary students.

science that an initiative is more likely to be successful if there is purposeful follow-up through coaching and technical

assistance. With each professional development, there were focused “re-dips” and follow-up support provided to the teachers. The building of relationships is key to our implementation success, and the “re-dips” provide another opportunity to bond over quality discussions concerning instructional practices.

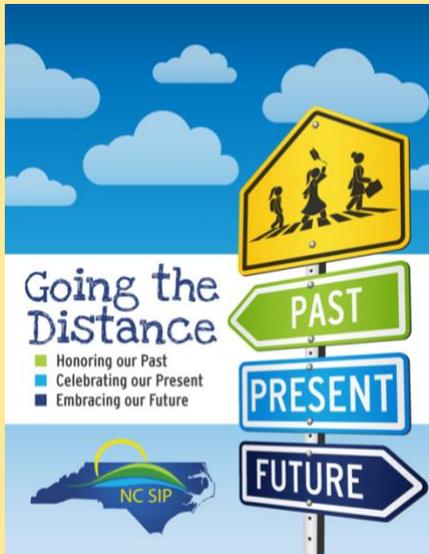
In evaluating our practices, we found that we needed additional core professional development and supplemental supports for secondary students. It was at this time that we developed an implementation plan to begin Keys to Comprehension in our secondary schools. Not only did Keys focus on evidence-based instructional methods, but it also ensured consistent routines and language within our classrooms which

was appealing to our administrators and teachers. We instructed our schools and teams in cohorts, planned purposeful follow-up coaching, 4 team members became instructors, and created Keys coaches in each building. As of spring of 2020, we had instructed all teachers in our middle schools and teachers at 2 of our 3 traditional high schools.

Simultaneous to our Keys to Comprehension roll-out, we began to focus on secondary reading interventions. Using the hexagon tool (aihub), we determined that the best fit for our county needs was Xtreme Reading using the Strategic Instruction Model routines. Teachers were provided certified professional development and follow-up coaching to implement Xtreme Reading. In addition, we provided professional development to middle school teachers on specific SIM routines to support the intervention process within the regular education classroom.

Since 2013, we have significantly decreased the number of “programs” that were being used, while scaling up the support and professional development for evidence-based programs/practices. Currently, we have a consistent ICEL Matrix for behavior, social-emotional learning, attendance, math, and reading/ELA across our county. We have provided ongoing professional development in Number Worlds, SPIRE, Hill RAP, Language!, SpringMath, Read Naturally, Reading Mastery, Xtreme Reading/SIM Strategies, Keys Routines, and Check and Connect. 54% of all EC teachers are instructed in RRtCP and 49% of all EC teachers are instructed in Foundations of Math. There is a clear process in place to instruct new teachers and staff members in order to support evidence based programs/practices. We continue to focus on systems and supports in order to ensure we are providing a quality education for our students!

Spring Network Conference 2021



NC SIP Spring Network Conference, SNC, is “Going the Distance” this year with our first ever virtual conference! We will be “Honoring our past, celebrating our present, and embracing our future!” On **April 27, 2021**, we will begin with celebrating best practices in mathematics with Dr. John Almarode, **April 28th** best practices in leadership with Dr. Caryn Ward and Dr. Marcie Rock, and **April 29th** best practices in literacy with Dr. Louisa Moats.

We are looking forward to networking in a new format this year by embracing distance learning and all the opportunities it offers. There is no cost for registration this year. Be on the lookout for registration information coming soon. You will not want to miss out!

NC SIP SITES: ARE YOU READY TO SHARE YOUR INFOGRAPHICS & PICTURES FOR SPRING NETWORK CONFERENCE?

We will be displaying infographics and pictures from our NC SIP grant partners virtually this year! What story will your infographic share this year? With the help of the data that you have uploaded into the Knack Database, share your successes of your NC SIP initiatives for 2019-2020. Will you update your infographic from last year or maybe you would like to create a new one?

Our pictures may look a little different this year, but we are excited to display them on our virtual platform for you to enjoy! We welcome screenshots of virtual meetings and any traditional photos that you may have!

Select the following link to upload your infographic and picture(s). You will need to sign in with a Google account to access the links below. If you do not have one, please email these to your regional consultants. Please submit infographics and pictures by April 12, 2021.

[Visit the Google Survey](#)

2019 - 2020 New Instructors of Foundations of Mathematics and Reading Research to Classroom Practice

The process to become a Foundations of Mathematics, FoM, and a Reading Research to Classroom Practice, RRtCP instructor is a very rewarding, yet rigorous process. Imagine trying to complete it with the uncertainties that COVID-19 presented. However, we did have new instructors to complete the process. Join us as we celebrate the following new instructors since Spring Network Conference 2019:

Foundations of Mathematics	
1 - Northeast	
Beaufort	Emily Myers
Brunswick	Jodie Yantachka, Denotra Frank
Pitt	Amanda Wiggs
2 - Southeast	
Lenoir	Julie Wilson
Pender	Elizabeth Behr
3 - North Central	
Franklin	Charlene Shaffer, Susan Barnes
Lee	Rena Szakaly
Nash	Lauren Pike
6 - Southwest	
Cleveland	Elizabeth Berry, Tamera Goforth, Carol Saldo
Gaston	Selina Bryne
Lincoln	Raye Lynn Weaver
Union	Kelly Reigle
7 - Northwest	
Catawba	Julia LaRochelle, Beth Miller, Stephanie Nelson
McDowell	Lisa Burtleson
Newton Conover	Manda Stegall
Wilkes	Jennifer Blankenship, David Gregory
8 - Western	
Asheville City	Paige Burton
Graham	Kristi Griggs
Jackson	Adam Holt

Reading Research to Classroom Practice	
1 - Northeast	
Beaufort	Emily Bland
Dare	Reida Roberts
2 - Southeast	
Lenoir	Allison Mittman
Wayne	Winter Goodson
3 - North Central	
Durham	Farrah Boggan
Nash	Amy Keith, Michelle Kennedy
Wake	Jennie Tober
4 - Sandhills	
Bladen	Melody Slacks
Moore	Katherine Paone
Scotland	Janet McClellan
5 - Piedmont-Triad	
Davidson	Kyle Kester, Christopher Miller
Davie	Amy Spade
Forsyth	Lauren Annas, Meredith Holmes
Guilford	Jamie Horton, Kristy Peralta
Randolph	Karen Staley
Stokes	Brandie Jones, Katie Lemons
6 - Southwest	
Gaston	Katherine Plecnik, Erika Whitesides
7 - Northwest	
Caldwell	Jessica James, Toby James, Laurie Moore
Hickory City	Erin Roberts
Mitchell	Kristie Autrey
8 - Western	
Cherokee	Cynthia Postell
Department of Public Instruction	
	Ginger Cash, Marty Erskine, Nancy Woytowich

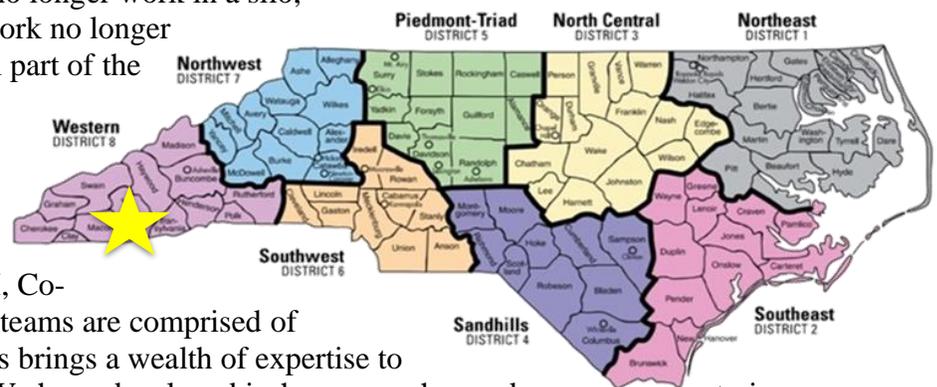


Spotlighting our Demonstration Site

NCSIP is a foundation for district and school improvement in **Jackson County Public Schools, JCPS**. JCPS first initiated our partnership with NCSIP as a reading site in 2004. In the years that followed, our partnership grew to include work in math. When the grant structure changed to levels of support, JCPS became a demonstration site. Although, our district has experienced changes in leadership overtime, JCPS has remained steadfast in our commitment to the work. The strength in our program is largely due to the long standing importance placed on this partnership by the and the collaboration in our district between Curriculum and Instruction and our Exceptional Children's Program. When we first began our work with NCSIP, Reading and Math Foundations were viewed as ECP initiatives. Despite this focus, professional development was offered and attended by all teachers. People who attended Foundations courses recognized the value in the content, which allowed us to grow our district training teams. The hinge point of moving NCSIP initiatives to a district focus, came with work in MTSS and implementation of evidence based programs into the core classes. Due to this additional focus for this initiative, the work of NCSIP is no longer funded solely by Exceptional Children's Program. Our curriculum department, as well as individual school leaders, started to prioritize spending to include support for professional development and materials to support this work. NCSIP has been integrated into our district strategic plan. It is no longer work in a silo, but threads of the fabric. This work no longer exists in a silo, but is an integral part of the fabric of how instruction is delivered in JCPS.

Collaboration as a district system in the work has allowed JCPS to develop training teams for RRtCP, FOM, Co-teaching, and All Leaders. Our teams are comprised of individuals in various roles. This brings a wealth of expertise to our professional development. We have developed in-house coaches and trainers for Foundations. This allows us to sustain our implementation and build capacity across the district.

Our focus school is Smokey Mountain Elementary, which serves students in grades K through 8. Finding ways to provide professional development for staff, grow in instructional practices, and implementing programs has proven to be very difficult during COVID-19. Foundations continues to be delivered as core instruction in grades K-3 with double doses for students who require supplemental and intensive supports. This year, teachers are engaging in virtual professional development to learn Strategic Instruction Model Strategies to address needs in adolescent literacy. Recognizing the need for Advanced Phonemic Awareness, teachers at SME are implementing a program, Heggerty, in grades K-3. It is awe-inspiring to see the commitment towards improvement, regardless of the barriers that currently exist. The structure of NCSIP implementation has allowed us to continue to move forward despite the difficulties faced during a pandemic.





Literacy Regional Coach

**Melissa
Tatum**

Hi! I am Melissa Tatum, Regional Literacy Coach for the Piedmont-Triad region and a secondary EC program specialist for the Randolph County School System. I have had the privilege to work in education for two decades. This is my seventh year in my current position and I absolutely love what I do! I am beginning my second year as a regional literacy coach and have partnered with NC SIP since 2017. As nervous as I was to make that initial transition from RRtCP instructor and Dyslexia Delegate within my district to coaching other instructors throughout the Piedmont-Triad region, I am so glad I decided to take the plunge.

Like many others, the reason I became a coach is that I wanted to push myself a bit further as an educator and coaching was the perfect next step. After completing RRtCP, I was so ready to learn more and take action! I was also influenced after listening to Tommy Thompson's keynote address at the NC SIP Spring Network Conference where he talked about Florence Chadwick who in 1952 attempted to swim 26 miles in shark-infested waters between California and Catalina Island on a foggy day. She was within one mile of the shore and then quit. The next day when asked about why she gave up she told reporters, "All I could see was the fog... I think if I could have seen the shore, I would have made it." This really resonated with me. In thinking about this story, the connection to NC SIP, and my professional growth, I am compelled to work harder each and every day to help encourage teachers and students to realize their goals and not give up.

I definitely do not know it all, I do not have all the answers, and I still have so much to learn. I hold firm in my conviction that as educators we can make an impact and I hope that my experiences will help keep teachers I work with motivated, inspired, and focused on continuously learning more about the science of reading, implementing evidence-based practices, and helping students reach their goals.

Just for fun, here is something you might not know about me. Aside from spending time with family and friends, my idea of a perfect night is staying at home watching the Tarheels, sitting in just the right spot, and holding on to my lucky charm (a beloved stuffed animal that I have had since I was three) as I "coach" the team very loudly through the television set.

Math Regional Coach

**Stephanie
Nelson**



1. What LEA do you serve? [Catawba County Schools](#)
2. What is your role in your LEA? [I am the Elementary \(K-6\) Math Coordinator for Catawba County Schools.](#)
3. Are you a reading or math regional coach? [I am a Math Regional Coach.](#)
4. How many years have you been involved with NC SIP? [I became a regional coach in 2020.](#)
5. What is something in your professional development in coaching that has influenced you and how has it impacted your interactions with the support you provide to the NC SIP grant work? [My desire to become an NC SIP Regional Coach developed from my journey to becoming a certified Foundations of Math instructor. I am a true believer in the impact that Foundations of Math has on our teacher participants and on their conceptual teaching of math. I enjoy, having the opportunity to help guide, support, and coach math teachers utilizing the philosophy of conceptual math techniques.](#)
6. What made you want to become a regional coach? [During the process of becoming a trainer, I met several influential coaches that evoked my desire to help with coaching within a greater role, therefore I applied to become a regional coach.](#)
7. Can you provide us with a fun fact about you, a tidbit, or a hobby that is interesting? [My favorite hobby is thrift shopping with my daughter, she has been the owner of an online store since she was in 8th grade and we spend a lot of time traveling around to find vintage clothing and accessories for her to customize and sell.](#)

Celebrating a New Chapter of Life!

Join us as we celebrate three individuals who have had a major impact on the NC State Improvement project. While they will be greatly missed, we want to thank each of them for their contribution to our work.

- ∞ **Laura Dendy** – North Central & Sandhills Literacy Consultant – January 31, 2021
- ∞ **Teresa Anderson** – Southeast Literacy Regional Coach – February 1, 2021
- ∞ **Marty Erskine** – Piedmont-Triad Literacy and Math Consultant – March 1, 2021



Removing Barriers to Effective Distance Learning By Applying the High-Leverage Practices

We are excited to share this webinar with panelists featuring our NC SIP partners, Ann Jolly, CMS NC SIP Coordinator and RRtCP instructor, and Donna Sacco, formerly an NC SIP stakeholder at UNC Charlotte. In this webinar, panelists discuss the common barriers students experience with distance learning and offer practical strategies and resources. These are highlighted in this special issue brief released by the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR Center) and the National Center for Systemic Improvement (NCSI): Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices.

[View the Webinar](#)

Special Education
Remote Instruction
Practice Guide

**Have you seen these fabulous resources?
These materials are being provided as a
resource for teachers considering remote
learning options.**

[Visit the Website](#)



Family Engagement Request For Proposal Award will be Postponed

Due to the evolving challenges facing schools during the COVID 19 pandemic, ECAC is postponing the awarding of the Family Engagement Request for Proposal (RFP). ECAC released the Family Engagement RFP in November during Family Engagement Month. The purpose of the proposal is to highlight innovative and effective practices that engage families of children with disabilities in their child's learning. We plan to re-release the RFP during the 2021-2022 school year. If you have any questions contact Beverly Roberts at Broberts@ecacmail.org.

Family Engagement Quality Indicators: Next Steps for NC SIP Sites

From October 2020 - June 2021, all NC SIP sites should be implementing strategies to strengthen indicators that your team selected to aid in engaging families. By June 30, 2021, your School Implementation Team will want to reconvene to complete the Post-Assessment. This will be the same link that you used in September, however make sure to select "Post-Assessment" for this entry. If you have questions, please contact your regional consultant.

KPEERI Exam

The Exceptional Children Division Literacy Consultants Rise to New Challenge

The NC SIP Regional Literacy Consultants continually engage in professional learning and credentialing that will advance their knowledge of effective reading instruction. This fall six of the consultants (Bridget Bilbro, Laura Dendy, Beth Gilchrist, Laura Marsden, Melanie Sharpe, Ginger Starling, and Teri Queen) challenged themselves to conquer the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI). Preparing for the exam initially seemed a daunting task, but they found that their deep knowledge of *Reading Research to Classroom Practice* had provided them with a strong foundation on which to build.

If you aren't familiar with the KPEERI it is a comprehensive assessment that measures an educator's knowledge of the principles and practices of Structured Literacy™. This approach is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. General information related to the exam can be found in the KPEERI Handbook which is available [HERE](#). [Structured Literacy™](#) is an approach to reading instruction that is beneficial for both general education students at risk for reading difficulties due to a variety of factors (e.g. low socio-economic status, status as an English learner) and for students with disabilities.

One of the ways that the Literacy Consultants prepared for the exam was by reviewing [The Knowledge and Practice Standards](#) (KPS) for Teachers of Reading. The KPS is a comprehensive evidence-based resource that outlines the knowledge and skills that all teachers should possess in order to deliver effective instruction and ensure that all children become proficient readers. This resource was developed through the work of the International Dyslexia Association's Educator Training Initiatives Committee and the Center for Effective Reading Instruction (CERI).

In reviewing the KPS, the consultants were pleased to find a strong alignment with the *Reading Research to Classroom Practice* course and after many hours of review felt well-prepared to take the exam (albeit still nervous). The 110-question exam is delivered online in a virtually proctored environment. Participants are given two hours to complete the assessment. The results are delivered within a few minutes and happily all six consultants scored high marks!



Congratulations to Wayne County's Exceptional Children's Department

Wayne County has been a Network Level Partner in the North Carolina State Improvement Project for the past 4 years. Through their hard work, they have moved up to a Demonstration Level Partner due to their development and implementation of initiatives such as growing instructors for both *Reading Research to Classroom Practice* and *Foundations of Math*, the use of evidence-based programs, coaching, co-teaching, and adolescent literacy. Wayne County has developed a strong implementation team with diverse membership to help connect these initiatives to the district goals. The leadership of EC Director Sonja Emerson and NC SIP Coordinator Gail Sasser has made a strong positive impact on building quality instruction for the students in Wayne County.

Updates & Reminders

All Leaders: Overview of Reading Research to Classroom Practice and Foundations of Mathematics

The Program Improvement and Professional Development Section of the Exceptional Children Division will soon be accepting enrollment for the Spring 2021 online Canvas course, *All Leaders: Overview of Reading Research to Classroom Practice and Foundations of Mathematics*.

This online course will allow the learner to explore the main topics of both *Reading Research to Classroom Practice* as well as *Foundations of Mathematics*. This information is geared toward administrators who have not attended the five-day professional development for either courses. Completing these modules will assist the learner in understanding the content covered and supporting staff who have attended RRtCP and/or FoM. The modules are self-guided allowing for flexibility in completing learning tasks as well as providing time for reflection.

If you have already attended or are planning to attend *All Leaders Understand, Support, and Collaborate to Provide Evidence Based instruction*, this course is for you! Stay tuned for registration information!

Date for Recruitment & Retention Summit Set

The date for the biennial Recruitment and Retention Special Educators Summit has been set for **March 26, 2021**. The event will be virtual this year and the target audience is HR Directors, EC Directors, principals selected by the district and IHEs across the state. A planning team has secured keynote speakers, Dr. Mary Brownell, CEEDDAR Center Director and Dr. Cathy Kea Professor of Special Education at NC A&T University as well as many leaders across the state and country as speakers and breakout presenters. The registration deadline is 5:00pm on March 10, 2021. Use the link to register below to register. Additional information may be found in the [memo](#). If you have any questions, please contact Carol Moffitt at (984)236-2590 or carol.moffitt@dpi.nc.gov.

[Registration Link](#)

NC SIP Coordinators
[Information for Coordinators](#) -
 ~ ~ ~ ~ ~
NCCCIP eGrants PRC 082
Expenditure Report
 March 31

~ ~ ~ ~ ~
NC SIP Spring Network Conference
 April 27-29

~ ~ ~ ~ ~
NC SIP Coordinators Meeting
 May 19

~ ~ ~ ~ ~
Family Engagement Quality
Indicators (FEQI)
 Reconvene the team
 June 2021
 (Updated Deadline)

[View FEQI At-A-Glance](#)

Have You Heard?

The Program Improvement and Professional Development (PIPD) Section has reorganized the PIPD consultants. For additional information and to see who your point of contact is for your NC SIP initiatives view the memo.

[View the memo](#)

MOORE NCSIP

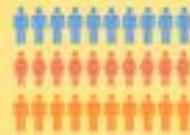
Moore County Schools
Demonstration Site
2019-20 School Year

HIGHLIGHTS:

CAPACITY

2 FOM Instructors
1 RRTCP Instructor
7 EBP Trainers

TRAINERS



SCHOOLS



FEEDER

Identified feeder pattern includes Vass Lakeview Elementary and Crain's Creek Middle School with data collection district-wide.

GROWTH

Positive feedback from FOM & RRTCP participants, parent surveys and data on Monthly Lesson Gains forms.



PROGRAMS



JOIN US

Trainers in Number Worlds & Connecting Math Concepts, Language Live, Language for Learning, Reading Mastery and Corrective Reading.

**MOORE COUNTY SCHOOLS:
ENGAGE *INSPIRE *SUCCEED**

Visit www.ncmcs.org
Email us at jkellermann@ncmcs.org or
vhenderson@ncmcs.org

NC SIP Sites' 2020 Infographics!

GASTON COUNTY SCHOOLS

Inspiring Success and a Lifetime of Learning



REFLECTING BACK: 2019-2020

Reading Research to Classroom Practice

Foundations of Math

- 194 Participants
- 53.6% Reg. Ed. Teachers
- 11.3% EC Teachers
- 100% of Title I Literacy Teachers (29)
- 100% of ESL Teachers (24)
- 100% of AIG Teachers (15)
- 1.5% Central Office
- 2% Administration

76.5% of
Participants
scored at least
75% on Post
Survey

- 132 Participants
- 43.9% Reg. Ed. Teachers
- 15.9% EC Teachers
- 100% of ESL Teachers (24)
- 100% of AIG Teachers (15)
- 5.3% Central Office
- 1.5% Administration

LOOKING FORWARD

Growing...
• students and staff



Increasing...
• booster sessions
• coaching

[BIT.LY/GCSNCSIP](https://bit.ly/GCSNCSIP)