

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

K-2: 90 minutes of uninterrupted Science of Reading-based instruction with a minimum total literacy time of 145 minutes, outlined on each elementary school's master schedule. This includes whole and small group core instruction.

- 10 minutes of Heggerty Phonemic Awareness Curriculum to address phonemic awareness.
- 45 minutes of Reading Horizons Discovery instruction to address phonemic awareness, phonics, and morphology.
- 90 minutes of Wit & Wisdom Curriculum to address fluency, vocabulary, comprehension, and writing aligned to the North Carolina Standard Course of Study (NCSCoS).

3rd Grade: 90 minutes of uninterrupted Science of Reading-based instruction with a minimum total literacy time of 135 minutes,

Curriculum

Curriculum choice is:
Check both if applicable.

☒ District Choice

Curriculum Name:

- **Heggerty** (Phonemic Awareness)
- **Reading Horizons Discovery** (Phonemic Awareness, Phonics, Spelling)
- **Flyleaf** (Phonics, Fluency)
- **Wit & Wisdom** (Fluency, Vocabulary, Comprehension, Writing)

The Heggerty Phonemic Awareness curriculum provides daily systematic phonological and phonemic awareness lessons to develop proficiency through the following: rhyme, phoneme isolation, segmenting, adding, deleting and substituting of syllables and phonemes.

Reading Horizons Discovery uses a structured

Instruction

All students receive grade level whole group and small group core instruction in phonemic awareness, phonics, vocabulary, comprehension, fluency, and spelling.

Differentiated Core:

Core instruction will be differentiated for groups of students based on daily Reading Horizons Discovery skill check and student observation panel.

Teacher-led differentiated core and small group skills-based instruction/practice varies in time based on student assessment data and response to instruction. Differentiation strategies include increased practice opportunities in identified skill based deficits with more explicit scaffolding.

Skill-based independent practice opportunities are based on foundational literacy skill needs and incorporate the Reading Horizons

outlined on each elementary school's master schedule. This includes whole and small group core instruction. • 45 minutes of Reading Horizons Discovery instruction to address phonemic awareness, phonics, and morphology. • 90 minutes of Wit & Wisdom Curriculum to address fluency, vocabulary, comprehension, and writing aligned to the NCSCoS. Class sizes align to the K-3 Class size maximum.	literacy framework that explicitly teaches foundational literacy skills and strategies based on the science of reading. Teachers follow the scope and sequence of Reading Horizons Discovery as outlined in the BCS K-5 ELA Pacing Guide to ensure skills are taught sequentially following a progression of skill development. Flyleaf books align with a structured phonics sequence, allowing students to build fluency, accuracy, and confidence as they encounter decodable words in meaningful stories. This supports comprehension while ensuring decoding skills remain the focus. The Wit & Wisdom curriculum provides daily instruction in vocabulary, comprehension, fluency, and writing. Using research-based practices, teachers will facilitate student learning through modules that center around the study of rich and engaging texts. Flexibility is provided to teachers to practice and reteach skills as needed during differentiated core instruction using the district curriculum. Differentiated Science of Reading training will be provided to teachers to support the implementation of research-based instruction. Initial Science of Reading training will be facilitated by the district's Early Literacy Specialist. Ongoing sustainability Science of Reading training provided by the elementary	Discovery Student Transfer Books and Digital Software. Effectiveness of core: If more than 20% of students in a classroom or group of students demonstrate need in a specific skill area as measured by Reading Horizons Discovery daily skill check or on the DIBELS 8 benchmark, the core literacy teacher will provide strategic whole group instruction focused on that skill deficit until 80% of the students show mastery as indicated by data. Ongoing explicit, systematic, and cumulative feedback will be given based on observational, diagnostic, formative, and summative data.
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	instructional coach team.	
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PRC 085 Budget Items:

For the 2026-2027 school year, Brunswick County Schools will mark its fourth consecutive year utilizing a comprehensive Science of Reading curriculum. Brunswick County Schools is currently implementing Heggerty, Reading Horizons Discovery, and Wit & Wisdom. In the Spring of 2026, BCS conducted a Phonics curriculum adoption process; the Reading Horizons Discovery phonics program was school board approved. Upon the release of school performance data and student EOG and DIBELS 8 data by the North Carolina Department of Public Instruction (NCDPI) and the State Board of Education, Brunswick County Schools district and school leaders will undertake a thorough analysis to assess the effectiveness of the Science of Reading curriculum.

At that time, in the Fall of 2026, district and school leaders will make a critical determination. They will either opt to continue with the current curriculum, allocating PRC 085 funds to procure additional curriculum resources and materials to accommodate increased student enrollment. Alternatively, if the desired student achievement and school performance results are not met, district and school leaders will initiate a vetting process for alternative Science of Reading curricula during the 2026-2027 school year.

PRC 085 funds will be used to provide Summer Read to Achieve Camp teacher bonuses and to purchase materials for the 2027 Summer Reading Camp. The Read to Achieve teacher selection is based upon highly effective teacher qualifications with first consideration to teachers who have received EVAAS growth bonuses in the past. The summer camp reading materials will support the implementation of targeted literacy instruction, ensuring that students have access to high-quality resources that enhance their phonics, reading comprehension, and fluency skills. Allocation of these funds will enable us to provide a structured and effective learning environment for students in need of additional reading support during the summer session.

PRC 085 funds will be used to purchase licenses for new participants for LETRS professional development. This will include the purchase of Volume 1 and Volume 2 licenses at the start of the 2026-2027 school year.



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.
- ☑ Daily Skill Checks in Reading Horizons following phonics instruction
- ☑ Multi Skill Checks following a series of phonics skills to determine continued understanding and mastery

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
- ☑ DIBELS 8 will be the **primary** tool used for progress monitoring.
- ☑ Reading Horizons Discovery provided data collection tools may be used as additional data to determine effectiveness of intervention instruction.

Frequency

- ☑ Supplemental Intervention: Progress monitoring frequency occurs after the 10th day of instruction.
- ☑ Intensive Intervention: Progress monitoring frequency occurs after the 5th day of instruction.

** Reference Document- [BCS MTSS Guidebook](#)

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 through the RHD Phonics Screener information designed by a team and based on diagnostic information to further customize supports and narrow a set of skills.



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. Master schedules include an intervention block separate from core instruction that are led by the teacher or interventionist.

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:

- ☑ Practice: Instructor provides ample opportunities for student practice.
- ☑ Feedback: Instructor delivers timely, corrective 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.
- ☑ 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 ☑1	Environment	Curriculum
Supplemental	Instructor: Teacher or Interventionist <i>The intervention block is outlined on each school's master schedule.</i> Group size: Up to 6 Length: 3-4 days per week; 20-30 minutes	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☑ District Choice • Intervention Curriculum Name: ○ Heggerty Phonemic Awareness- Scope and Sequence Kindergarten ○ Heggerty Phonemic Awareness- Scope and Sequence

	Duration: Intervention planned for 6-8 weeks, assess group and individual progress after the 10th day of instruction.	Primary (1st Grade) ○ Reading Horizons Discovery Reteach Lessons - Tiered Level of Support ● Intervention Curriculum Recommended Group Size: Up to 6 ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ District Created Intervention Resources Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:
Intensive	Instructor: Teacher or Interventionist <i>The intervention block is outlined on each school's master schedule.</i> Group size: Up to 5 Length: 5 days per week; 20-30 minutes per session Duration: Intervention planned for 6-8 weeks and progress monitored weekly by the teacher and/or interventionist.	Intervention Curriculum choice is: Check both if applicable. ☒ District Choice Intervention Curriculum Name: ● Heggerty Phonemic Awareness- Scope and Sequence Kindergarten ● Heggerty Phonemic Awareness- Scope and Sequence Primary (1st Grade) ● Reading Horizons Discovery Phonics Toolkit Lessons- Tiered Level of Support Intervention Curriculum Recommended Group Size: Up to 6 ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ District Created Intervention Resources Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:

Grades	Phonics, Spelling & Fluency	
☒ 2 ☒ 3	Environment	Curriculum
Supplemental	Instructor: Teacher or Interventionist <i>The intervention block is outlined on each school's master schedule.</i> Group size: Up to 6 Length: 3-4 days per week, 20 - 30 minutes Duration: Intervention planned for 6-8 weeks, assess group and individual progress every two weeks.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☒ District Choice Intervention Curriculum Name: • Reading Horizons Discovery Reteach Lessons - Tiered Level of Support ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>
Intensive	Instructor: Teacher and/or Interventionist <i>The intervention block is outlined on each school's master schedule.</i> Group size: Up to 6 Length: 5 days a week, 20-30 minutes per session Duration: Intervention planned for 6-8 weeks and progress monitored weekly by the teacher and/or interventionist.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☒ District Choice Intervention Curriculum Name: • Reading Horizons Discovery Phonics Toolkit Lessons- Tiered Level of Support ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any</i>

		<i>district/school resources supporting intervention:</i>
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Grades	Fluency, Vocabulary, & Comprehension	
☒ 2 ☒ 3	Environment	Curriculum
Supplemental	Instructor: Classroom ELA Teacher <i>The intervention block is outlined on each school's master schedule.</i> Group Size: Up to 6 Length: 3 days a week, 15-20 minutes Duration: Planned for 10 weeks, assess groups and individuals once per month.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☒ District Choice Intervention Curriculum Name: • Reading Horizons Discovery Phonics Toolkit and Language Lessons- Tiered Level of Support • Wit & Wisdom - "Next Steps" provides explicit activities for supplemental support for each lesson, fluency passages are provided for teacher implementation for each lesson, and explicit vocabulary strategies and instructional routines are implemented daily in each lesson. • Flyleaf Close Reading Series - structured literacy program designed to provide students with accessible, decodable texts that build foundational reading skills while fostering comprehension through close reading. The series bridges the gap between learning to read and reading to learn by combining skill development with authentic comprehension practices. ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>

Intensive	Instructor: Classroom ELA Teacher <i>The intervention block is outlined on each school's master schedule.</i> Group Size: Up to 5 Length: 5 days a week, 20-30 minutes per session Duration: Planned for 10 weeks, assess groups and individuals once per month.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☒ District Choice Intervention Curriculum Name: • Reading Horizons Discovery Phonics Toolkit and Language Lessons- Tiered Level of Support • Wit & Wisdom - "Next Steps" provides explicit activities for intensive support for each lesson, fluency passages are provided for teacher implementation for each lesson, and explicit vocabulary strategies and instructional routines are implemented daily in each lesson. • Flyleaf Close Reading Series - structured literacy program designed to provide students with accessible, decodable texts that build foundational reading skills while fostering comprehension through close reading. The series bridges the gap between learning to read and reading to learn by combining skill development with authentic comprehension practices. ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>

School Communication Plan

(What is the district's plan to share the LIP with school leadership teams to ensure alignment of school literacy plans?) After state approval, the Executive Director of Elementary Education and the Early Literacy Specialist will share the LIP with the District MTSS team, Elementary

Principals and the Elementary Instructional Coach team as well as post it in the district School Leader Memo which is shared with district and school leaders every Thursday afternoon. Elementary Principals and Instructional Coaches will share the 2026-2027 LIP with teachers and staff. Professional development and coaching support will be provided based on teacher needs.

Additional Notes and Comments: In the Fall of 2022 through the Spring of 2024, a comprehensive district team completed a vetting process to choose a district science of reading resource for vocabulary, comprehension and fluency. BCS teachers decided that Wit & Wisdom was the choice for K-5 students. In 2023-2024, the year one implementation theme was Pace and Grace with Year 1: Learn: Teachers learn by teaching the lessons as written. In 2024-2025, the year two implementation theme was Operationalizing with Year 2: Deepen: Teachers deepen understanding of and ability to implement Wit & Wisdom with a focus of meeting students' needs. Wit and Wisdom pacing followed the 2024-2025 BCS K-5 Pacing Guide for ELA. The 2025-2026 theme was Optimizing with Year 3: Know: Teachers know the curriculum and have the skills to maximize teaching and learning with it following the 25-26 ELA Pacing Guide with the expectation of teaching one lesson/day. Pacing guides are shared with BCS educators in advance, pending changes in the North Carolina Standard Course of Study, with the goal of sharing them by the end of the previous school year. In the Spring of 2026, BCS conducted a Phonics curriculum adoption process; the Reading Horizons Discovery phonics program was school board approved and will be implemented in the 2026-2027 school year.

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.

- The BCS goal is to attract highly qualified, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development specifically with evidence of high performance in teaching reading to at-risk grade 3 students.
 - Recruitment of teachers with the following criteria will be our priority:
 - successful reading camp teachers from prior years
 - the teachers who were awarded a reading performance bonus administered by the Department of Public Instruction
 - teachers with high growth (+1.0 growth index and above) in reading based on EVAAS data
 - teacher's ability to engage students successfully
 - increased student performance (assessment data & student work samples) and
 - specialized knowledge in the alphabetic principle of how letters map to sounds in English, coupled with the construction of meaning at the word, sentence, and text level (alphabetic principle, decoding, and encoding including sound/spelling patterns, word study, vocabulary/word meaning, comprehension, oral language, critical thinking, and self-confidence)
 - A district survey is shared with teachers to collect interest and availability for reading camp. Upon review of teachers interested in teaching reading camp, school administrators and summer camp leads assign teachers to the grade level and group of students based on teacher effectiveness data.
- 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

1. 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: Heggerty, Reading Horizons Discovery, Flyleaf, Wit & Wisdom

Reading Camp Curriculum Name: Heggerty, Reading Horizons Discovery, Flyleaf, Wit & Wisdom

District Created Reading Camp Resources

Please link/fill in below created scope and sequence and/or any additional resources supporting reading camp instruction: None

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.