

District Literacy Plan
for
St. Mary Parish Public Schools

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2026-2027

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Our district is committed to ensuring that all students from Pre-K through 12th grade achieve or surpass their individual literacy goals through the delivery of high-quality core instruction, as evaluated by multiple data sources. Educators will use benchmark assessment data to inform and guide their instructional choices. Regular collaboration with school leaders and colleagues will support efforts to track student progress and plan targeted instructional support, ensuring every student has the opportunity to reach grade-level literacy standards. Ongoing, embedded professional development will be provided to support teachers in implementing the curriculum, delivering effective interventions, and strengthening writing instruction.

Section 1A: Literacy Vision and Mission Statement

Literacy Vision	St. Mary Parish believes that literacy is vital for student success throughout their lives. Therefore, we aspire to instill the life-long love of reading in students by encouraging student curiosity and critical thinking during learning opportunities both inside and outside the classroom.
Literacy Mission Statement	St. Mary Parish schools will provide all students with high-quality explicit instruction to foster an understanding and appreciation of literature, through reading and writing to become life-long readers.

Section 1B: Literacy Goals

Goal	Details
Goal 1 (Student-Focused)	St. Mary Parish is committed to ensuring that every student, from Pre-K through 12th grade, achieves or surpasses their individual literacy goals. Student progress will be tracked using multiple measures, including DIBELS, Lexia Core5, Lexia PowerUp, and LEAP assessments. Teachers will draw on benchmark data such as TS Gold and BOY/MOY/EOY results to inform instruction and will work closely with peers and school leaders to review growth, design targeted supports, and implement scaffolds that help students meet grade-level literacy expectations. To strengthen instructional practices, educators will engage in ongoing professional learning that equips them with evidence-based strategies embedded within the district's curriculum.
Goal 2 (Teacher-Focused)	The district will ensure that teachers receive high-quality professional development grounded in evidence-based literacy practices and the science of reading. This training will equip educators with the tools and strategies needed to deliver effective instruction for all learners, while also providing specific support for scaffolding the needs of diverse groups, including English Learners and students with disabilities.
Goal 3 (Program-Focused)	To strengthen instructional quality, the district will offer continuous support to school leaders and regularly review teacher effectiveness using a combination of districtwide assessments, evidence from professional learning communities, classroom walk-throughs, and observation data. These efforts will help ensure consistent instructional improvement and positive literacy growth for all students.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions.

While acceleration, intervention, and special education services are essential, they cannot replace

coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	Tier I literacy instruction is consistently delivered by classroom teachers who have been trained in the implementation of the district's approved High-Quality Instructional Materials (HQIM), CKLA(K-5) and Amplify ELA(6-8) by Amplify Education. Professional learning is provided through the district, with ongoing coaching and support from district instructional specialist and administrative teams. New teachers receive HQIM onboarding through the district or school based
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instructional coach(K-5) and all teachers participate in continued professional learning to ensure fidelity of implementation. The district monitors classroom instruction through informal observations and walkthroughs to ensure all students receive high-quality core literacy instruction.

The district's expectation is that strong Tier I instruction results in at least 80% of students demonstrating mastery on curriculum-based assessments. Student achievement is monitored using assessment data, and data is reviewed weekly by teachers, instructional coaches, principals, and/or district leaders. Schools not meeting the 80% benchmark receive additional instructional support through tiered interventions. District-wide trends are used to determine professional learning priorities, allocate resources, and strengthen Tier I instruction across all schools.

Curriculum-based assessments embedded within the adopted HQIM are administered consistently throughout the school year to evaluate the effectiveness of Tier I instruction. Teachers use assessment data and observational notes to identify student strengths, address instructional gaps, and adjust instruction as needed. Data is analyzed during data meetings to guide instructional decisions and monitor student progress toward grade-level literacy standards.

The Instructional Leadership Team (ILT) is trained in the implementation and evaluation of the district's HQIM. Training focuses on effective instructional practices, data analysis, lesson internalization, and monitoring implementation with fidelity. The ILT meets regularly to review student performance, identify instructional needs, and develop action plans that support continuous improvement in literacy instruction.

The schools maintain regular walkthrough schedules to monitor Tier I implementation. Classroom observations are conducted regularly by administrative leadership teams. Walkthrough data is used to celebrate effective instructional practices, identify areas for growth, and provide timely feedback and coaching to teachers. Administrative leadership teams analyze walkthrough trends to determine additional professional learning and instructional support.

The ILT responds to multiple sources of data, including classroom assessments, benchmark assessments, walkthrough findings, progress-monitoring data, and teacher feedback, to ensure a healthy Tier I instructional system. Administrative leadership teams use this data to identify schools requiring additional support, plan coaching cycles, and monitor the effectiveness of district literacy initiatives.

Teachers and instructional leaders receive ongoing professional learning in unit and lesson preparation. Professional learning is provided through administrative leadership teams and is supported by coaching, collaborative planning, and classroom observations. The district continually evaluates professional learning needs based on implementation data and teacher feedback.

Amount of time spent on daily literacy skills instruction and how it is used	In grades K–2, daily literacy instruction includes approximately 135 minutes; Grade 3 includes 120 minutes; grades 4–5 include 90 minutes, and grades 6–8 include 48 minutes. This time is used for explicit, grade-level instruction and practice in foundational skills, reading fluency, vocabulary, comprehension, and writing, with instructional emphasis reflecting the literacy needs and standards of each grade level. This time is used for whole-group core instruction, small-group differentiation, and targeted support based on student data.
English Language Arts textbooks and instructional materials used	English Language Arts instruction is supported through Tier 1, HQIM: Core Knowledge Language Arts (CKLA) (K-5) and Amplify ELA (6-8) published by Amplify Education. Heggerty (K-2 and SPED) published by Literacy Resources, LLC
Tier II	The schools provide Tier II literacy intervention through classroom teachers who have received appropriate training and use approved high-quality instructional materials (HQIM). Curriculum-based measures and assessments from HQIM are used consistently and with fidelity to monitor the effectiveness of Tier II interventions and determine student response to instruction. The schools identify student intervention needs through benchmark assessments, LEAP data, assessment data and observational notes, ensuring that intervention skills and progress monitoring measures align with individual student literacy needs. Student schedules are designed to provide Tier II intervention while maintaining access to Tier I core literacy instruction. In grades K-3, progress monitoring is conducted bi-weekly, and results are used to adjust instruction, determine intervention effectiveness, and support instructional decision-making. Progress Monitoring for grades 6-8 will occur approximately every 4-6 weeks using common assessments.
Tier II plan, including the amount of time	Students receive Tier II support for 20-40 minutes, 3-5 times per week, with progress monitored bi-weekly (K-3) using data to measure response and guide instruction. Grades 6-8 receive 30 minutes, 5 times per week.
List of available interventions and their descriptions	The schools provide the following literacy interventions: CKLA Skills Remediation, Heggerty, Lexia Core 5, and Dibels mclass resources for grades K-5, Grades 6-8 utilize Amplify ELA and Lexia Power-Up. These interventions provide targeted, evidence-based instruction in identified literacy skill areas, including phonological awareness, phonics, decoding, spelling and language skills. Intervention selection is based on student assessment data, and instruction is delivered using approved materials with ongoing progress monitoring to evaluate student growth and response to intervention.
Tier III	The schools ensure that Tier III literacy interventions are provided by teachers who possess knowledge and skills in reading instruction. Curriculum-based measures and assessments from HQIM are administered consistently and with fidelity to monitor intervention effectiveness. Intervention skills and progress monitoring tools are aligned to individual student needs identified through current literacy

	assessment data. Student schedules are designed to ensure students receive Tier III intervention without missing Tier I core literacy instruction. Progress monitoring occurs regularly to monitor growth, and adjust interventions as needed.
Tier III plan, including the amount of time	Students in grades K-8 receive Tier III support for a minimum of 30 minutes, 5 times per week and is monitored regularly using data to guide instruction.
List of available interventions and their descriptions	The schools provide the following literacy interventions: (K-5) CKLA Skills Remediation and High Dosage Tutoring (HDT) resources; (6-8) Lexia Power Up. These interventions provide targeted, evidence-based instruction in identified literacy skill areas, including phonological awareness, phonics, decoding, spelling, and language skills. Intervention selection is based on student assessment data, and instruction is delivered using approved materials with ongoing progress monitoring to evaluate student growth and response to intervention.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	June	Extension - Summer Literacy Program 3 rd grade	District staff, Admin, classroom teachers		
1	June/July	Extension - Summer Content Program 6-8 th grade	District staff, Admin	Edmentum Learning Environment- online	Pretest/Posttest
2	July	PD -Interventions	District staff, Admin, IC, classroom teachers	2026-27 SMP ELA Intervention Guide	Sign-in sheets
2	July	Reading Strategies	District staff, Admin, IC, classroom teachers	CKLA/ Bayou Bridges	Sign-in sheets
2	July	PD - Lexia Trainings for Implementation- PK/ new, novice and SPED teachers	District staff, IC, classroom teachers	Lexia Specialist	Sign-in sheets
2	July & Aug	PD – Engage in literacy professional development	District staff, Admin, IC, classroom teachers	*Amplify CKLA, ELA, and myPerspectives Initial Trainings *District embedded PD *Science of Reading LDOE Professional Learning Platform	Sign-in sheet and agenda Walk through documentation Formal classroom observations

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
2	July	PD- Lexia Professional Development training for Core 5 Crosswalk aligned to CKLA-K-5	District Staff, IC, classroom teachers	Lexia Specialist	Sign-In Sheet and agenda
2	July	PD- Lexia Professional Development training for Data Analysis (6-8)	District Staff, Admin Leadership Teams, Content Leaders	Lexia Specialist	Sign-In Sheet and agenda
1	August (First 30 days) Dec April	Administer DIBELS BOY, K-3 Administer DIBELS MOY, K-3 Administer DIBELS EOY, K-3	IC, teachers	State approved literacy screener	Students demonstrate growth towards benchmark goals
2	Sept - May	PD - School-Based Lexia Data meetings with Lexia Data Specialist- K- 8 th	School-Based Literacy Teams/Admin Leadership Teams	Online via Zoom	Student Lexia Reports
1	Aug to Dec & Dec to April	Intervention - PM those students who are performing below grade level at least every 10 days, K-3	Teachers	State approved literacy screener	Student progress towards personal goals measured every 10 days

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–May	Intervention - small group instruction based on student needs as prescribed using Lexia and DIBELS data from benchmarks and progress monitoring check points.	Admin, IC, teachers	CKLA ARG/ Additional Support DIBELS and Lexia skill lessons	Lesson planning Walk through documentation Formal classroom observations
3	August–May	Literacy support- LDOE Literacy Support	Administrators, Teachers, ELA Instructional Specialist, Mona Atchison LDOE Literacy support	LDOE Literacy Support	Walk through documentation, meeting agendas, and notes.
2	August–May	PD – Provide coaching in lesson planning using materials and standards across content areas to better support English Learner (EL) students.	Teachers EL support staff	SAVVAS	Lesson Plans
2	August–May	PD- Professional development will provide teachers with targeted language support to strengthen instructional practices and better meet the needs of EL students.	Teachers, Administrators	SAVVAS	PD sign- in sheets
1	August–May	Instruction – Daily implementation of Heggerty phonemic awareness lessons	Elementary Teachers (PK-2/ SPED)	Heggerty	Lesson planning Walk through documentation

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–May	Extension – Special Ed teachers will be reinforcing literacy goals during resource times	Teachers	Heggerty Amplify	Lesson planning Walk through documentation
1	August–May	Extension – EL support staff will help with scaffolding instructional materials as well as intervening with EL students based on need.	Teachers EL support staff	Heggerty Amplify	Lesson planning Walk through documentation
2	August–May	PD – Analyze data (benchmarks, PM, assessments, observations) to make needed decisions on small group development and implementation of interventions	Admin, IC, Teachers	State approved literacy screener, weekly assessments, anecdotal notes	Adjusted instruction will be noted as a success in student growth academically
1	August–May	Extension – SPED and regular ed teachers will collaborate based on literacy needs of subgroups	Admin, IC, teachers		Sign-in sheet and agenda Walk through documentation Formal classroom observations
3	August–May	Instruction – K-5 will utilize Tier 1 high- quality core CKLA curriculum devoted to foundational skills.	Admin, IC, teachers	Amplify CKLA/ELA	Lesson planning Walk through documentation Formal classroom observations

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
3	August–May	Instruction- 6-8 will utilize Tier I high-quality core Amplify ELA curriculum	Admin, teachers	Amplify ELA	Lesson planning Walk-through documentation Formal classroom observation
3	August–May	Intervention- K-8 students will utilize high-quality intervention. K-5 Lexia Core 5 and 6-8 Lexia PowerUp	Admin, IC, teachers	Lexia Core 5, Lexia Power Up	My Lexia Data
2	Sept-May	PD- ELA coaching days for grades 6–8 to support curriculum implementation and strengthen instructional strategies in the classroom.	ELA teachers, Admin, ELA specialist	Amplify ELA	Walk through documentation Formal classroom observations
2	Sept-May	PD- On-site coaching days at each high school to support high-quality ELA instruction and curriculum implementation.	ELA teachers, Admin, ELA specialist	MyPerspectives	Walk through documentation Formal classroom observations
2	August–May	PD – PK (initiative) / K-3/SPED teachers, as well as district literacy staff, will all be trained in the science of reading	District staff, Admin, IC, teachers	LDOE Canopy	Certificates of completion

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Oct. May	Extension – Provide opportunities for after school tutoring for grades 6-8	Admin, Teachers	Amplify ELA	AST attendance Lesson plans

Section 3A: Professional Learning : Partners (if applicable)

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
July	Lexia Trainings for Implementation	PK/ new teachers
July	Lexia Professional Development training for Core 5 Crosswalk aligned to CKLA	K- 5 teachers
July	Lexia Professional Development training for Data analysis	Administrative Leadership Teams/Content Leaders
September– May	Amplify ELA (6-8) Coaching days (TBD)	6-8 ELA teachers
Ongoing	School Support Institute (SSI) Cohorts	CIR school leadership teams

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
HQIM implementation and lesson alignment	Ensure teachers implement HQIM with fidelity and align instruction to grade-level literacy standards and student needs.	Classroom walkthroughs, lesson reviews, teacher collaboration discussions, and implementation data
Foundational Literacy Skills (Phonics/Phonological Awareness)	Strengthen explicit, systematic instruction in foundational skills based on student data.	Student assessment data, walkthrough look-fors, intervention data, and teacher collaboration cycles
Data-Driven Instruction	Improve the use of literacy assessment data to identify student needs and adjust instruction.	Data meetings, student progress monitoring, assessment reviews, and instructional adjustments
Differentiation and Small-Group Instruction	Increase targeted instruction to meet individual student literacy needs.	Classroom observations, small-group plans, student growth data, and coaching feedback
Reading Fluency and Comprehension	Improve students' ability to read accurately, fluently, and comprehend grade-level texts.	Fluency assessments, comprehension data, student work samples, and walkthrough evidence
Writing Across Content Areas	Strengthen writing instruction connected to reading and content learning.	Student writing samples, rubrics, classroom observations, and teacher collaboration reviews

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House		
September-May	Inform families in their native language of student proficiency level in literacy development, including a plan to address any deficiencies.		
September- May	Home Connect Activities shared with families to support at home learning.	Translated materials Varied levels of activities	
August– May	Information and materials are provided in students' native language. Additional activities are provided as support to develop proficiency in English acquisition.	EL para Translated materials iPad with Google translate	
September – May	Annual Parent Family Engagement Night (One in Fall, One in Spring)	Internet Safety Website Access Academic Resources Community Affairs	Teche Action Clinic Youth Center St. Mary Parish Sherriff's Office
September -May	Title I Family Engagement Activities (ELA, math, science, social studies nights)	EL translator Translated materials Varied levels of activities	
Ongoing	Parent teacher conference days - Provide info on the support services available and ways to help struggling students		
March	Read Across America Week activities		Community Leaders

Section 5: Alignment to Other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Early Childhood Programs	Frogstreet	TS Gold scores – BOY & EOY
Title I Plans	Literacy goal and activities in plan	District and Schoolwide Plans Sign-in sheets
Kiwanis Club	Bugs	List of names submitted
Steve Carter Literacy Tutoring program	Providing literacy support, if available	
Renaissance - Accelerated Reader (Elementary/ Jr. High) Beanstack (High School)	District wide participation in reading	Quarterly reports
Word Millionaire	District wide participation	Quarterly reports

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
District level	Plan will be posted on the district website.	September
School	Individual school literacy plans will be posted on the school website and shared with school staff.	September
Families/Communities	Individual school literacy plans will be posted on the school website and shared at family meetings held throughout the year.	September Ongoing

