

**Local Literacy Plan for
St Charles Parish Public Schools
(Lead Contact/Principal)
Dr. Ken Oertling
September 1, 2026**

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.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

The goal of the St. Charles Parish Public Schools (SCPPS) District Literacy Plan (DLP) is to ensure that every child is intentionally and strategically prepared for the literacy demands of college and career by high school graduation.

Literacy Mission Statement

The Literacy Mission Statement of SCPPS' DLP is to improve literacy outcomes for all students.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)

By the end of the 2026-2027 school year, 75% of grades 6-8 students enrolled in Literacy Intervention will score at or above Benchmark on the EOY DIBELS ORF Assessment.

By the end of the 2026-2027 school year, 75% of grades 6-8 students enrolled in Literacy Intervention will score at or above Benchmark on the EOY DIBELS MAZE Assessment.

* In addition to general education students, the above-listed goals include students with disabilities and those who have been identified as having characteristics of dyslexia.*

75% of grades 6-8 students will demonstrate proficiency on ELA benchmark assessments.

Goal 2 (Teacher-Focused)

By September 4, 2026, all grades 6-8 Literacy Interventionists will receive DIBELS administration training.

By October 2026, all new grades 6-8 Literacy Interventionists will receive initial training on the adopted HQIM.

Throughout the 2026-2027 school year, Literacy Interventionists will use progress monitoring assessments to drive instruction.

By September 2026, all teachers will successfully use curriculum-embedded assessments to drive instruction.

Goal 3 (Program-Focused)

Starting the week of August 17, 2026, Literacy Coach Leaders, Dyslexia Managers, and Literacy Interventionists will meet weekly in teacher collaborations and use student data to make instructional decisions for school sites.

At four intervals of the 2026-2027 school year, meetings with administrators will be held to review student data to determine continuation of support and exiting of services.

100% of grade levels (grades 6-8) will conduct weekly teacher collaborations where student data is used to determine transfer and effectiveness.

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	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	1. Tier I instruction and small-group support are consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM. 2. Curriculum-based assessments from HQIM are used consistently to evaluate the effectiveness of the Tier I core instruction. All mid- and end-of-unit assessments are not only given but analyzed to provide feedback to students and to make informed instructional decisions as teachers. 3. The Instructional Leadership Team (ILT) is trained in the implementation and evaluation of the HQIM. The ILT members participate in district-led professional learning centered around the content area in which they service, participate in learning walks with members of the Curriculum, Instruction, and Assessment team, and analyze benchmark data across the content areas. 4. There are walkthrough schedules to determine support around Tier I. These occur as learning walks at the school level with the support of not only the Curriculum, Instruction, and Assessment team but also NIET and the Executive Director of Secondary Schools. 5. The ILT is responding to data to support a healthy Tier I, using LEAP standardized assessment data, common formative assessment data, HQIM assessment data, benchmark data, and interim assessment data. 6. Teachers and leaders are effectively trained in unit and lesson preparation. In addition, they have created their own success criteria for lesson annotations to support internalization of the HQIM. 7. Common formative assessment data centered around essential standards is being utilized to determine for whom to extend the learning. The "Literacy Extension in

Section 2: Explicit Instruction, Intervention and Extension

	Grades 3-12” document has been used to support extension learning. Resources are utilized from the Expeditionary Learning curriculum to extend learning as well as formerly used Guidebook materials, CommonLit, etc. Time: - Students are engaged in the ELA block for 90 minutes daily. The first 60-75 minutes of that class period is devoted to the Expeditionary Learning lesson while the remaining time (and flex days) are used to either accelerate to grade-level mastery or extend if students have already mastered.
English Language Arts textbooks and instructional materials used	In Grades 6-8 at the middle school level, we have adopted Expeditionary Learning. It's a comprehensive, knowledge-building curriculum designed to transform how students read, write, think, and connect with the world. Rooted in compelling content and real-world themes, it fosters deep understanding, critical thinking, and meaningful engagement across all learners.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	1. & 2. Tier II intervention is being provided by a classroom teacher based on curriculum-based measures and assessments using approved HQIM (Expeditionary Learning) for at least 15-30 minutes daily and on scheduled “flex” days. 3. The needs of individual students to plan for intervention, acceleration, and extension are based on the analysis of the curriculum-embedded measures and assessments using the district’s “Analyzing Common Data Assessment” protocol/tool. 4. Tier II intervention takes place during the same class period <i>after</i> Tier 1 core instruction and/or on scheduled “flex” days. 5. Progress monitoring of Tier II intervention occurs on an ongoing basis, depending on the needs of the students as indicated by assessment data (e.g., exit tickets, common formative assessments, etc.).

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	Available interventions include, but are not limited to: - “Support for All Students,” “Opportunities to Extend,” “Assessment Guidance,” Teacher’s Guide for English Language Learners (all from the approved HQIM–Expeditionary Learning) - Reteaching plans based around identified essential standards - Reassessment plans based around identified essential standards
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	1. The Tier III intervention is being provided by literacy staff members who possess deep conceptual knowledge and skills in reading instruction. All literacy interventionists have been trained on the adopted Tier III curriculum (REWARDS and REWARDS Plus, Science and Social Studies, and Sondag). 2. Curriculum-based measures and assessments from HQIM are consistently used with integrity to reflect the effectiveness of the Tier III intervention. Not only are built-in assessments a part of the curriculum, progress monitoring takes place in the form of prefix/suffix reviews (every two weeks) and unit check ups (every 3-4 weeks). DIBELS ORF and MAZE are also used to progress monitor and as benchmarks. 3. The skill of the intervention and the progress monitoring tools align with the identified needs of the student based on current literacy assessment data. Students who are below the 10th percentile receive instruction via Sondag System 1 and/or Sondag System 2. Students who are between the 10th and 50th percentile receive instruction via REWARDS/REWARDS Plus. English Language Learners who scored Emerging or Progressing 1 on the ELPT assessment will receive instruction via Carousel of Ideas. 4. Student schedules ensure that students are not pulled from Tier I core instruction to receive Tier III intervention. There are dedicated literacy intervention courses that take place during a student’s enrichment block on a rotating A/B schedule at the middle school. 5. Progress monitoring of Tier III interventions is occurring at least on a weekly basis to track student progress and adjust interventions as needed. In grade 6 REWARDS, lesson reviews take place every two weeks and unit check-ups after

Section 2: Explicit Instruction, Intervention and Extension

	each unit. In grades 7 and 8 REWARDS Plus, unit check-ups are administered after each unit. In Sonday, “master checks” are administered after every three lessons. DIBELS ORF and MAZE are administered four times over the course of the school year. Time: - Students who are scheduled into Tier III literacy intervention receive 45-minute explicit literacy instruction on an alternating A/B schedule rotation (two-three times a week) during the enrichment block.
List of available interventions and their descriptions	- Grade 6: REWARDS (students between the 10th and 50th percentile): - The focus is on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word- and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence. - Grade 7: REWARDS Plus: Social Studies (students between the 10th and 50th percentile): - Grade 8: REWARDS Plus: Science (students between the 10th and 50th percentile): - REWARDS® Plus builds on the support offered to upper grade readers by expanding on their newfound literacy decoding skills within a particular content area. A student who has previously encountered REWARDS has increased fluency and a burgeoning familiarity with the process of deciphering known elements in unknown multisyllabic vocabulary. REWARDS Plus expands on that skill set by applying it to intriguing, authentic, content-specific text and infographics. - Grades 6-8: Sonday (students who are below the 10th percentile): - Sonday is a structured, multi-sensory reading intervention and phonics program that uses visual, auditory, kinesthetic, and tactile approaches to build new learning pathways in the brain. - Grade 6-8: Carousel of Ideas (students scoring Emerging or Progressing 1 on the ELPT): - A comprehensive, research-based language development program for English learners at the beginning through advanced levels of language proficiency. It accelerates language development with systematic vocabulary, grammar, and oral language instruction.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1	Fall (August-October)	Middle schools are creating/implementing first cycles centered around: writing and/or goal setting	ILT Team (and Curriculum, Instruction, and Assessment support staff)	HQIM Rubrics/Success Criteria documents; Student Work; Exemplars; Reassessment Items; Small Group Plans; LEAP data; Performance Matters data; long-range plans	Writing: - Dissecting writing prompt within HQIM (create success criteria) - “Go first” with exemplar writing - Compare exemplar against rubric/success criteria - Sort and analyze student work, focusing on all students - Determine action plans for small groups based on need - Model successful instructional strategies - Create reassessment items for each small group - Set follow-up dates to review student work and discuss reassessment results - Determine high-leverage places in the curriculum to continue to intervene/prevent Goal Setting: - Analyze LEAP strand data - Analyze bottom 25% data - Determine individual student goals - Determine “long range plans” for Common Formative Assessments (CFAs) leading to benchmark assessments - Determine places to “prevent” in the HQIM based on high-leverage

Action Plan					
					opportunities (focused on essential standards) Monitoring Evidence of Teacher and Student Success - Student work (which could include exit tickets, checks for understanding, CFAs, etc.) and walkthrough data - ILT goals will be used to measure success - DIBELS data and progress monitoring of unit checkups will also be done for REWARDS and Sonday

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

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

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>
August-ongoing	Training in HQIM materials was done via our middle school curriculum team. Initial training on REWARDS and REWARDS Plus as well as Sonday was facilitated via vendors (Voyager Sopris and Sonday). However, subsequent professional learning was facilitated by the Literacy Coach Leader and Dyslexia Managers.	ELA teachers; Literacy teachers

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

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

The four middle schools are creating initial cycles around: writing, goal setting, and/or data analysis.

Schools are currently developing ILT cycles of learning. One middle school has started with a cycle centered around writing. The other three are focused on goal setting/data analysis, as they analyze LEAP strand data to make determinations around needs (while also analyzing Grow and Achieve data).

These cycles will be chunked to focus on goal setting, then planning, and ultimately collaboration focused on the need from the strand data. All middle schools have expressed writing being a strand of need.

These cycles will lead to the success of yearly goals.

Although the ILT cycles of learning are new, they will be monitored as teachers “learn” and “develop”, bringing student work to the Professional Learning Team (PLT), which serves as our Teacher Collaboration. We will monitor students’ understanding based on goals for CFAs centered around essential standards.

HQIM will be embedded in the cycles and long-range plans, especially through planning, collaboration, and writing that lives/exists in the HQIM.

The LER indicators support HQIM implementation during cycles in ILT and TC, as administrators are keeping in mind school-wide areas of refinement to determine need when developing these cycles (coupled with what LEAP strand data showed as well as coaching cycles from last year).

There is a support staff member on each ILT who is trained to support in literacy, and there are district personnel members who can be called upon at the middle school level who can support the ILTs in this work (Literacy Coach Leader, Instruction and Technology Coach, ELA, Supervisor of Curriculum, Instruction, and

The success of the cycle is being monitored around goals set by the ILT.

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

Assessment, Middle, and Curriculum and Assessment Facilitator).

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
 - a. include families in focus groups and other discussions with teachers, students, and leaders around:
 - i. school literacy priorities and programs aligned to the [school's mission](#)?
 - ii. family access to interpret literacy data (screener and LEAP) and resources available?
 - b. using communication and methods that accommodate all families?
 - c. providing ongoing support and communication to families regarding the progress of their child's IASP?
 - d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
 - a. engage families and strengthen the connections between school and community?
 - b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - c. expand access to literacy resources?
3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Beginning of the year-end of the year	To improve family engagement around literacy, we hold a Back-to-School Night at each middle school to alert families to the school's mission. Information is sent home to families regarding a student's access to a Tier III literacy course and whether or not they need this continued support after taking the DIBELS 8 assessment. In addition, a LEAP report is sent home that communicates one's score(s) and strand information.	Please see tools linked to the left that are shared with families.	There are community centers in our parish that support with after-school support with our families as well as local libraries that promote literacy engagement.

Section 4: Family Engagement Around Literacy

	Parent information guides are sent home in ELA classes as well as resources to support in the Tier III block. Further progress is shared via progress reports and report cards as well as the School Status platform as needed. IASPs are developed and communicated to families by the end of August and then the goals are reviewed with students/families. The following are resources shared with families of those who need Tier III support: A Parent's Guide to Literacy Interventions LDOE's Guide to Building Literacy Skills at Home LDOE's At-Home Literacy Activities		
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Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Schoolwide, we will focus on ensuring strong literary goals via a focus on writing and growing literate students.	- The following district or school initiatives most directly support literacy goals: - School Success Plans (SSPs) - Cross-curricular initiatives - System-wide priorities across schools - To ensure sustainable implementation of literacy goals, we have prescheduled students into Tier III classes and based on LEAP strand data, will focus on writing as a goal of at least one (if not more) ILT cycles across middle schools. - We will align the aforementioned initiative to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals. We are using the ELA walkthrough tool and LER as we provide feedback to teachers.	We will monitor using: - ELA benchmarks - CFA data - ILT cycle student work (based around writing focus) - Progress monitoring for REWARDS and Sunday courses

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
- Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
- Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
- Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Principals and Assistant Principals;	Supervisor of Curriculum and Instruction, Middle, Stacy Neighbors, will share this plan with Principals and	The plan will be shared with administrators at the September 2026 administrator meetings.

Section 6: Communicating the Plan

ELA teachers (including Literacy teachers); Families	Assistant Principals at the middle school level. 2. Schedulers have prescheduled students into designated Tier 3 literacy blocks and adapted those schedules based on DIBELS BOY screeners. 3. Expectations for ELA teachers were shared during the first week in which the Instruction and Technology Coach was at school sites, which delineates expectations for Tier 1 as well as Tier 2 supports in the classroom. In addition, the need of writing as a strand was noted across all middle schools and currently is or will be focused on within an ILT cycle. 4. Progress monitoring of Tier II supports will take place as denoted in the Tier II plan above. In addition, benchmark assessments will be monitored in the ELA classroom (as well as CFA data) to determine how students are progressing toward mastery of essential standards. Plans will be implemented to provide Tier II supports based on the need for acceleration. 5. Parent information sheets are shared in the ELA block to communicate how parents/families may support with literacy goals and progress reports are sent home in the Tier III intervention classes to alert families to individual progress.	Expectations were shared with ELA teachers during the week of August 17-21. Quarterly benchmark progress monitoring sessions will take place for ELA as well as ongoing CFA analysis and analysis of literacy intervention data every two weeks. Parent information guides were shared at the beginning of the course and will be shared at the start of each Expeditionary Learning module (October and February).
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