



Local Literacy Plan

Northshore Charter School

Dee Dee McCullough, CEO/ Head of School

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Shelby Temples, K-2 Literacy Coach

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August 2026



LOUISIANA'S LITERACY PILLARS



**LITERACY
GOALS**



**EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Northshore Charter School Literacy Vision and Mission Statement

<i>Literacy Vision</i>	Northshore Charter School is committed to ensuring that all students achieve grade-level proficiency in reading. It is our vision that students will graduate with the knowledge and skills necessary to be successful in college and/or career and become productive citizens.
<i>Literacy Mission Statement</i>	All NCS students will receive access to ensure they have every opportunity to become proficient readers and continuing learners. They will read, think, speak, and write at increasing levels of complexity throughout their school career at NCS. Our goal is to equip students for life by fostering their academic, emotional, and social growth.

Northshore Charter School Literacy Team Members

Dee Dee McCullough	CAO
Heidi Dillon	Principal
Shelby Temples	K-2 Literacy Coach
Amy Jenkins	3-8 Literacy Coach
Casey Bond	Special Education Coordinator

Goal 1

By the end of the 2025-26 school year, Northshore Charter School students will read on grade level or meet individualized growth goals as measured by the literacy assessment.

Actions to Support the Goal	Timeline/Persons Responsible	Evidence of Success
Review Literacy Screeners	June 2026-August 2027 Literacy Coaches	Students and subgroups demonstrate growth in BOY to EOY data.
Summer Remediation	May 2026-June 2026 Literacy Coaches ILT	Growth in Dibels data
Set Goals for next year	June 2026- September 2026 Literacy coaches ELA teachers	BOY small groups/ meetings Set measurable goals for year
Provide brief refresher training for teachers who conduct reading assessments	Back to School Professional Development Administrators Coaches Teachers Paraprofessionals	Improved student engagement Targeted Interventions
Dibels Screeners during specific testing windows	First 30 days of school December 2026 April 2027 Testing teams Teachers Interventionists Coaches	Enrichment/ Intervention Progress Monitoring
Progress Monitoring using literacy screeners	August 2026-May 2027 Literacy coaches Teachers paraprofessionals	Students assessments measured regularly for growth and adjustments to intervention programs
Administer ELA Leap 360 diagnostic, interim, and practice tests for 3-8 students.	August 2026- April 2027 Teachers Coaches	Enrichment/ intervention targeted and individualized.
Administer Universal Dyslexia Screeners in grade K	April 2027 Teachers	Identified Students
Analyze data to make instructional decisions (Amplify, Leap 360, and screener results)	August 2026- May 2027 School Administrators Teachers	Evaluation of goals to determine success or changes needed

Notify parents/guardians of students who are reading below grade level by sending home report, academic plan, and activities	September 2026 December 2026 April 2027 Teachers Coaches	Improved communication and increased family involvement Student growth on assessments
High dosage and extra Steve Carter tutoring	September 2026 -March 2027 During and after school Administrators, teachers, tutors	Improved student engagement Increase in reading assessment scores
Literacy Plan Meeting/ Parent Survey	September 2026 Teacher Parents/ Guardians	Engage with families to establish a culture of reading
Family Literacy Night	December 2026 Administration Teachers Parents/ Guardians Washington Parish Library	Engage with families to establish a culture of reading
Scholastic Book Fair	December 2026 Teachers Parents/Guardians	Engage with families to establish a culture of reading
Read Across America	February 2027 Community readers Teachers	Engage with the community to establish a culture of reading

Goal 2

By the end of the 2025-26 school year, all K-8 ELA teachers will receive training in the Science of Reading, evidence-based instructional strategies, and the skills to make data-based decisions for students.

Monitor and ensure completion of Science of Reading (Letrs and/or LDOE Science of Reading Course)	August 2022- May 2024 Administrators, Interventionists, Literacy Coaches received training through Letrs training. August 2024- May 2025 New teachers received training through the LDOE course. August 2026- May 2027 New teachers will receive training through the LDOE course.	Foundational supports provided in daily lessons Annotations on lesson plans
Appropriate interventions will be provided through MClass for students in need of additional support.	September 2026-May 2027 Monitored daily Administrators, teachers, interventionists	Student improvement and engagement Subgroup score increases
Implementation of the science of reading strategies monitored	September 2026- May 2027 School administrators, literacy coaches	Walk throughs by school leaders and instructional coaches.
Progress monitoring of intervention groups	September 2026- May 2027 Literacy coaches teachers	Subgroup scores increasing Student engagement

Goal 3

By the end of the 2025-2026 school year, 100% of instruction time will be focused on high-quality curriculum, explicit interventions, and/or enrichment opportunities based on individual needs in order to support a culture of reading.

Provide guidance on literacy schedules that include time for core instruction, intervention, and/or enrichment.	August 4-6, 2026 Professional Development Days Administrators, Teachers, Interventionists	Walk-through data demonstrates instructional time being maximized in all classrooms High student engagement with fewer discipline referrals Achievement increase on student assessments
High quality professional development	Beginning of year Professional Development Days Administration Literacy Coaches	Intervention blocks Student achievement increases
Progress Monitoring of intervention	Every 4 weeks Interventionists and classroom teachers	Amplify MClass results Flexible grouping
Refer to Student Building Level Committees (SBLC) to discuss lack of student literacy growth for all grades	September 2026 December 2026 May 2027 Administrators SBLC team members	Student progression on assessments Identified interventions Individual student needs Parent communication

Grade/ Instructional Minutes	High- Quality Materials	Description
Grade K Daily Minutes CKLA Foundational Skills 60 Heggerty 15 Intervention 60 Grammar 15 Handwriting 15	Core Knowledge Language Arts (CKLA) Heggerty (Phonemic Awareness) Simple Solutions(grammar) Amplify Boost	Built on the Science of Reading and aligned to Louisiana Student Standards, CKLA sequences deep content knowledge with research-based foundational skills. Reading instruction is delivered whole group, small group, and through individual instruction as needed.
Grades 1-2 Daily Minutes CKLA Foundational Skills 60 Heggerty 15 Intervention 60 Grammar 15 Handwriting 15	Core Knowledge Language Arts (CKLA) Heggerty (Phonemic Awareness) Simple Solutions(grammar) Amplify Boost	Built on the Science of Reading and aligned to Louisiana Student Standards, CKLA sequences deep content knowledge with research-based foundational skills. Reading instruction is delivered employing whole group, small group, and individual instruction as needed
Grades 3 Daily Minutes Guidebooks 65 Fire grammar 20 Foundational skills 15 Intervention/acceleration 50	Louisiana Guidebooks FIRE -LDOE Foundational skills- Guidebook resources LDOE Accelerate Guide Amplify Boost	ELA Guidebooks is an English language arts curriculum aligned to the Louisiana Student Standards for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts. Targeted support for Diverse Learners is available.

Instructional Support for Diverse Learners

Identification and support for students with Dyslexia	All Kindergarten students are screened for characteristics of dyslexia. If additional screening is required through the SBLC process, then Bulletin 1903 will be followed. Students are supported through multisensory strategies including a combination of visual, auditory, kinesthetic, and tactile learning to increase language processing proficiency.
Support for English Learners	English Learners (ELs) engage in the same high quality core instruction as their peers. They are identified during enrollment and ESL supports are provided when needed. Technology such as Imagine Learning is used to support and assess student growth. Parents are provided with translated materials or an interpreter when necessary.
Students with Exceptionalities	Students with Exceptionalities utilize all district high-quality instructional materials and instruction in core classes and pull-out models with accommodations and/or modifications based on individual needs.

Dibels 8th Edition for Kindergarten - Third Grade
Required for ALL K-3 students per LDOE and Bulletin 1903

Measure	Grade K	Grade 1	Grade 2	Grade 3
Letter Naming Fluency	X	X		
Phonemic Segmentation Fluency	X	X		
Nonsense Word Fluency	X	X	X	X
Word Reading Fluency	X	X	X	X
Oral Reading Fluency		X	X	X
Maze (Basic Comprehension)			X	X

Kindergarten	DIBELS 8th Dibels 8th Progress Monitoring Desired Results Developmental Profile (DRDP)	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency- correct letter sounds Nonsense Word Fluency- words recorded correctly Word reading fluency Measure(s) dependent on student need Understanding and responsiveness to language Communication and use of language Communication of text Concepts about print Phonological awareness Letter and word knowledge Emergent writing
Grade 1	Dibels 8th Dibels 8th Progress Monitoring	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense word fluency- correct letter songs Nonsense word fluency- words recorded correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Measure(s) dependent on student need

Grade 2	Dibels 8th	Nonsense word fluency- correct letter sounds Nonsense word fluency- words recorded correctly Word reading fluency Oral reading fluency Oral reading fluency accuracy Maze
	Dibels 8th Progress Monitoring	Measure(s) dependent on student need
Grade 3	Dibels 8th	Nonsense word fluency- correct letter sounds Nonsense word fluency- words recorded correctly Word reading fluency Oral reading fluency Oral reading fluency accuracy Maze
	Dibels 8th Progress monitoring	Measure(s) dependent on student need
Grades 3-8	LEAP 360 Diagnostic LEAP 360 Interims LEAP 360 Practice Test	Proficiency of English Language Arts Louisiana Student Standards
Grades 3-8	LEAP 2025	Proficiency of English Language Arts Louisiana Student Standards