

**Local Literacy Plan for
Ouachita Parish Schools
Curtis Pate, Chief Academic Officer
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August 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

We believe that literacy is a fundamental need for both student development and the ability to understand, think critically, and respond to information.

Literacy Mission Statement

Ouachita Parish Schools will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies and initiatives, but to also provide teachers and leaders tools and knowledge necessary to grow students in the 21st century.

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)	A. Build necessary foundational skills, content knowledge, and writing skills to successfully read and respond to grade-level, complex texts. B. Provide focused literacy intervention to all K-2nd grade students scoring below benchmark with the use of progress monitoring throughout the 2026-2027 school year. C. Provide focused literacy intervention to all 3rd and 4th grade students scoring below proficiency at the end of the 2026-2027 school year. D. Provide a minimum of ten weeks of targeted HDT.
Goal 2 (Teacher-Focused)	A. Provide ongoing support to allow equal access to grade-level, HQIM for all students. B. Completion of Science of Reading Course (all K-3 Teachers). C. Professional development for: a. Implementing evidence based strategies for small group instruction and progress monitoring with MClass intervention. b. Support teachers in the Student Work Analysis Protocol to drive instruction. c. Standards based instruction and assessment.
Goal 3 (Program-Focused)	A. Curriculum Based Assessments (CKLA, Guidebook, etc.) B. District Common Assessments C. K-3 Screener D. LEAP 2025 E. ACT

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.

Section 2: Explicit Instruction, Intervention and Extension

Tier I	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	K-2: Average of 150 minutes per day, 60 for Skills, 60 for Knowledge, and 30 for HDT. 3-5: Average of 120 minutes per day, 90 for core instruction and 30 for HDT. 6-8: Average time is 90 minutes for core instruction. 9-12: Average time is 45 minutes for core instruction.
English Language Arts textbooks and instructional materials used	- Heggerty (PreK-2) - CKLA (K-2) - ELA Guidebooks (3-12) - FIRE Spelling (3-5)
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - 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	Minimum of 90 minutes per week.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	A. Teacher Led Small Group: a. MClass (PreK-5) b. AMIRA (K-5) c. iReady Reading (K-5) d. Lexia Core 5 (PreK-5) e. Lexia Power Up (6-9) B. Literacy Intervention Specialist a. MClass Intervention
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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	A. Dyslexia Specialist a. Phonics First with multi-sensory instructional materials B. High Dosage Tutoring a. Amplify, On Your Mark, Air Reading, Kids First, etc.

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- Continue providing teachers with the Science of Reading Course as mandated by LA ACT 108	Fall 2026 - Spring 2027	All Principals, Asst. Principals, Curriculum Coordinators, Reading Interventionists, Literacy Coaches, Master Teachers, District Level Admin involved in K-3 ELA support	Curtis Pate April Cole Jamie Brooks, Deana Temple	Science of Reading Course Vendor (Canopy)	Certificate awarded after successfully completing the course.
2- Implement CKLA Curriculum in all schools with K-2 grades	August 2026 - May 2027	All K-2 Teachers, Resource Teachers, Master Teachers, Reading Interventionists, Literacy Coaches, District Level Admin involved in K-3 ELA support	Curtis Pate April Cole Jamie Brooks Deana Temple	Amplify Instructors	Teachers will be successfully planning, implementing, and delivering CKLA material to prepare students for improvement on literacy assessments.
3- Train Literacy Team in Orton-Gillingham Method of Phonics Instruction	August 2026- October 2027	2 New DS, and 1 New LIS	Curtis Pate April Cole Robin Wilhite	Phonics- First, and LETRS Training Instructor EIS Funding	Certificate awarded after successfully completing the course.
4- Data Chats- Literacy Focused	September 2026 October 2026	School ILT Teams District ILT Teams	District Leadership	i-Ready Data LEAP Data	Leaders will successfully use data to drive instruction and create student success

Action Plan					
Deep Dive into using data to drive instruction	February 2027	District Leadership Superintendent		K-3 Screener mClass	
5- Provide tutoring opportunities in grades K-8 to connect unfinished learning in the context of new learning.	2026- 2027	Utilize Accelerate resources during and after school	Classroom teachers and after school tutors	Steve Carter - Vendor for grades K-8 LDOE Accelerate Resources	Students' growth to mastery score will be analyzed to ensure that progress is being made toward their individual goals.
6- Implementing Lexia in select K-8 schools	2026-2027	Select K-8 schools will pilot the Lexia Core 5 and Power-Up literacy programs	K-8 Admin/Teachers Select Schools	Lexia Core 5 and Lexia Power-Up Software	Student resorts from Lexia and ELA LEAP results
7- Incoming 3rd-5th grade students with identified foundational gaps will receive interventions	2026- 2027	Utilize state-provided LIFT resources to provide implicit instruction on spelling patterns, morphology and grammar.	3rd - 5th grade Teachers	LIFT resources on LDOE website	Literacy Screeners in Winter 2026 and Spring 2027
8- 3rd-5th grade teachers will	2026-2027	Utilize state-provided FIRE resources to provide implicit instruction on	3rd - 5th grade Teachers	FIRE resources provided by LDOE website	Screeners in Winter 2026 and Spring 2027

Action Plan

use the LA provided resource FIRE, an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5.		spelling patterns, morphology and grammar.			
9- Provide focused literacy intervention to all 3rd and 4th grade students scoring below proficiency at the end of the 2026-2027 school year.	June 2027	All 3rd and 4th grade students scoring below proficiency on the end of the year literacy screener will be required to attend 30 hours of literacy instruction during June	Teachers who have completed the Science of Reading Course		Fall 2026 Literacy Screener
10- Provide summer readiness and	June 2027	Highly effective teachers chosen from around the district	Curtis Pate Instructional Team		Students are provided instruction to make-up learning gaps that have occurred during the school year as

Action Plan					
enrichment opportunities (SAIL) to students in grades K-8 in math, ELA, STEM, art, music, and PE.					well as introduce students to some skills that will be addressed in the next grade.
11- Develop and provide an IASP for all students in grades K-3 scoring below benchmark on the Early Literacy Screener	Developed in August after BOY and monitored throughout the year	Outline interventions that will be offered to the students during instruction, progress monitoring, HDT, and at home learning opportunities for parents	Classroom teachers, Literacy Interventionists, Dyslexia Specialists	HQIM Materials, intervention resources offered by LDOE, and HDT Vendors	Progress monitoring, classroom walk throughs, HDT reports from vendors
12- Provide K thru 3rd grade students in CIR/UIR schools literacy tutors.	2026-2027 school year	Enroll K thru 3rd graders at CIR/UIR schools in HDT Tutoring	LDOE approved vendor	HDT	Progress monitoring conducted through HDT tutors.
13- Provide K-5 students in all schools scoring below proficiency in	September 2026 - May 2027	Parents enrolling eligible students to participate in literacy tutoring	Site-based, LDOE approved, Tier 1 interventions	Resources determined at each site	Progress monitoring conducted by literacy tutors, coaches, and teachers

Action Plan					
literacy with intentional/focused interventions					

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 2026 - August 2027	Science of Reading	K-3 New Hires
August 2026 - August 2027	CKLA Follow Up / Strengthening Sessions	K-2 Teachers
August 2026 - May 2027	Guidebook Unit Unpacking	Grades 3-5 Teachers
February 24-26, 2027	Plain Talk Conference	Title 1 Teachers, Literacy Coaches, Reading/Math Coordinators, Title 1 Supervisors, Elementary ELA Instructional Coordinator, and Reading Interventionists
August 2026 - May 2027	Training in the implementation of the LA mandated Individual Student Literacy Plans	Reading Interventionists
August 2026 - Ongoing	Literacy Coach Monthly Community of Practice Collaborations	Literacy Coaches (CIR Schools)
August 2026 - Ongoing	Provide ongoing support for classroom teachers via teacher collaborations/cluster meetings, PLCs,	Master Teachers

Section 3A: Professional Learning: Partners (if applicable)		
	one-to-one, etc. Supports such as modeling, observations, coaching sessions, etc. will be used	Literacy Coaches (CIR Schools)
August 2026 - May 2027 (Bi-monthly)	Literacy Coach Collaboration (NIET)	Literacy Coaches

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?
Developing and Implementing a Long-Range Literacy Plan	The ILT/TC long range plan should identify priority literacy goals, the specific instructional practices and HQIM resources that will be used to achieve those goals, professional learning and coaching supports, and the evidence that will be used to monitor progress	Cycle effectiveness should be monitored throughout the cycle rather than only at the end of the year. The ILT/TC should establish checkpoints to review implementation evidence, student work and/or assessment data, observation or walkthrough data, and coaching feedback. At the end of each cycle, the team should analyze the evidence, determine whether the intended outcome was achieved, identify barriers or gaps, and make adjustments to the next cycle. This creates a continuous improvement process of

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

		plan → implement → monitor → adjust.
Embedding HQIM in Long-Range Plans and Instructional Cycles	Ensure that HQIM serves as the primary instructional resource and is intentionally reflected in long-range plans, unit plans, pacing guides, and instructional cycles. Teachers will use the adopted curriculum to plan instruction, identify priority standards, anticipate student misconceptions, and determine appropriate supports and extensions.	District and school instructional leaders review long-range plans, pacing guides, and cycle plans to verify alignment with HQIM. Learning walks, classroom observations, PLC agendas, and lesson planning reviews are used to determine whether teachers are implementing the adopted materials as intended. (Care Tool)
Using LER Indicators to Strengthen HQIM Implementation	Use LER indicators as a common framework for ILT and TC teams to monitor the quality and consistency of HQIM implementation. Teams will examine whether instruction reflects the intended design of the adopted curriculum, maintains grade-level rigor, and provides students with meaningful opportunities to engage with grade-level standards and tasks.	ILT and TC teams review evidence from learning walks, lesson plans, collaborative planning, student work, and assessments. Teams identify strengths, implementation gaps, and specific next steps, then revisit those areas during subsequent cycles.
Building ILT Capacity to Support Literacy	Provide ILT members with ongoing professional learning focused on evidence-based literacy practices, HQIM implementation, grade-level standards, student literacy data, and effective instructional feedback. ILT members will develop the knowledge and skills needed to support teachers and lead literacy improvement at their schools. (Literacy Mentors and	Monitor participation in literacy professional learning, ILT agendas and meeting artifacts, learning walks, coaching/feedback conversations, and evidence of literacy-focused action steps. District leaders

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

	Literacy TC Facilitators, Literacy Coaches, Master Teachers, Dyslexia Specialists, and Literacy Intervention Specialists.	and school administrators can also gather feedback from ILT members regarding their confidence and readiness to support literacy instruction.
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Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	Title I Parent Advisory Council		Homeless Programs Title IV Ouachita Public Library
November 2026	Title I Parent Advisory Council		Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring
February 2027	Title I Parent Advisory		Centric Federal Credit

Section 4: Family Engagement Around Literacy

	Council		Union (Financial Literacy) 2 Penny Mission Children's Coalition
April 2027	Title I Parent Advisory Council		TBD
September & October 2026	Literacy Night		Ouachita Parish Public Library Local Authors
October 2026 & February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
February 2027	Struggling Reader Parent Notification Letter	English/Spanish/other languages upon request	Parents/Guardians

Section 5: Alignment to Other Initiatives

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

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

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Accelerate	Implement "just in time" tutoring instruction for ALL students in Literacy Instruction	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Exit Tickets

Section 5: Alignment to Other Initiatives

		Increase in student performance on grade-level material
School Improvement Best Practices: Instructional Leadership Teams (ILT) Teacher Collaboration Support (Clusters, PLC, etc.)	ILTs and Teacher Collaborations will be implemented to provide job-embedded professional development, support, and evaluation of the Instructional Program in Literacy	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Teacher Observations/Evaluations Increased Student achievement in Literacy (across the curriculum) Increase in Teacher Efficacy
REAL Tutoring Grants	Provide extra support for students of need in CIR/UIR schools	Number of students participating and reports from REAL Vendors. Teacher observations/evaluations indicating increased success in literacy skills across the curriculum
Family Literacy Engagement	Provide supports to family stakeholders to aid in the promotion of reading, writing, and listening skills to students	Parent Stakeholder participation results of Parent Stakeholder Surveys
Community Literacy Engagement	Involve community civic organizations, area universities, adopt-a-school businesses, and nonprofits in promoting literacy	Quarterly communications with all community stakeholders to plan literacy activities and initiatives, contests, rewards, etc.
Supporting Science/Social Studies Curriculum	Reading/responding to historical documents and the use of science content trade books. Writing critically to support claims in both science and social studies	Increased proficiency in reading/writing/responding to nonfiction text on both formal and informal assessments across the curriculum.

Section 5: Alignment to Other Initiatives

SAIL Summer Program	Provide extra support for students scoring below level on literacy screeners 30 additional hours of literacy focused learning	Monitoring: Monitoring provided by each site coordinator Evidence of Success: Pre/Post Tests Increased Student achievement in Literacy (across the curriculum)
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Section 6: Communicating the Plan

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

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. 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.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Students	Discussion and training with ELA teacher	ongoing
Parents	Training via Open House, Literacy Nights, mass email, and newsletters	August, October, January
School Staff	Training on goals and initiatives	August, December
District Staff	Meeting and Planning	July, August, October, December, February
Community	Social Media of school and OPSB website	At least 2x's a year