Local Literacy Plan for

Central Primary/Ascension Public Schools

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August 3, 2026 – May 24, 2027

LOUISIANA'S LITERACY PILLARS



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	All students will have improved literacy outcomes through high-quality interactions and high-quality instruction led by an effective teacher supported by leaders and families.
Literacy Mission Statement	The mission of the Ascension Public School System is to provide each student the high-quality literacy education necessary to succeed.

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?

Section 1B: Literacy 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?	
Goal 1 (Student-Focused)	• By the end of the 26-27 school year, 75% of Kindergarten students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 77% of 1st grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 75% of 2nd grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 66% of 3rd grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 60% of the Bottom 25% subgroup of 1st and 2nd graders will meet their individualized growth goal on the EOY DIBELS assessment. • Students in grade band 3-5 will increase their proficiency on LEAP ELA by 4 %. • Students in grades 4-5 will meet their individualized growth goal on ELA LEAP by 4%. • Average daily student attendance will increase to 98%.
Goal 2 (Teacher-Focused)	• By September 2026, all K-5 ELA teachers will have completed training on the HQIM ELA curriculum. • By September 2026, all K-3 teachers will have completed training on administration and scoring of the DIBELS assessment and progress monitoring tools. • By September 2026, all K-5 teachers will have completed training on literacy interventions and programs. • By April 2027, all required K-3 teachers will have completed or be actively working on an approved Science of Reading course or passed an approved PRAXIS exam.

Section 1B: Literacy Goals	
Goal 3 (Program-Focused)	• Starting in August 2026, ILT will meet weekly to analyze student work and data in guiding instructional decisions. • Starting in August 2026, 100% of teachers will meet weekly for data driven teacher collaboration sessions. • By September 15, 2026, all students will begin receiving prescribed interventions and tutoring aligned to needs identified in data sources. • Bv January 2027, 80% of ELA teachers will demonstrate proficiency as measured by the LER.

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	In grades K-3, a minimum of 120 minutes per day is devoted as instructional time for development of foundational literacy skills. The majority of this instructional time is dedicated for HQIM Tier 1 core instruction of foundational literacy. All students engage in core

Section 2: Explicit Instruction, Intervention and Extension	
	instruction which aligns to all strands of literacy development, including all strands of Word Recognition and Language Comprehension. HQIM curriculum-based assessments are utilized. At least 30 minutes of the 120 minute block is reserved for daily literacy intervention for students who have been identified as having literacy skills below grade level. Students who are performing on grade level engage in reinforcement of foundational literacy while peers receive intervention. In grades 4-5, a minimum of 60 minutes per day is devoted as instructional time for grade-level HQIM ELA core instruction. HQIM curriculum-based assessments are utilized. Students needing foundational literacy intervention receive an additional block of foundational literacy instruction and tutoring 3-5 times per week. During their first 60 days of assignment, all teachers are trained on high quality implementation of HQIM implementation. Implementation is monitored by formal observations using LER and informal regular walkthroughs using HQIM and LDOE walkthrough tools. The ILT prioritizes the frequency of walkthroughs in particular classrooms or grade levels and the type of follow-up, job-embedded professional learning based on both teacher observational data and student performance data.
English Language Arts textbooks and instructional materials used	The following instructional materials have been adopted: • Amplify CKLA Skills Edition 2 grades K-3 • Louisiana Guidebooks K-2 • Louisiana Guidebooks 2022 grade 3-5
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Through the use of the LDOE approved literacy screener and high-quality assessments available through the core curriculum, students are universally assessed and identified if having literacy skills below grade level. Students with literacy skills below grade level: ● receive specific, intensive and systematic instruction on foundational skills for at least 30 minutes per day for five days a week in addition to full core block instruction ● receive explicit instruction within flexible, small groups of students ● receive instruction that targets specific skills for which the students have shown deficit; mCLASS intervention and CKLA intervention instructional materials are utilized ● have opportunities for guided and independent practice with feedback from the teacher ● are progress monitored every ten school days ● receive high-dosage tutoring with approved instructional materials for a period of ten weeks with group sizes of 4 or fewer students ● receive Individual Academic Support Plan
List of available interventions and their descriptions	● mCLASS intervention K-5 – prescriptive intervention aligned to DIBELS sub measure data for individual students ● CKLA Assessment and Remediation Guide , CKLA Intervention Toolbox, Amplify Intervention, Amplify Reading – these are all interventions to support foundational literacy skilled and aligned to the approach and scope and sequence of our HQIM core ● Amira – computer-based, real-time feedback reading assistant and foundational program
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Students receiving Tier 3 intervention engage in daily doses of precisely prescribed foundational literacy in addition to Tier 1 core instruction and in addition to other universally offered interventions. Tier 3 is organized as individual instruction or group sizes smaller than Tier 2. Tier 3 is a minimum of 30 minutes daily.
List of available interventions and their descriptions	Amira-Computer program Repeated Readings Repeated Reading with Comprehension Elkonin Sound Boxes- Say it, Move it (interactive) Letter Cube Blending-Hands on learning Phonics Drills Flashcard Sandwich Drills (7 known and 3 unknown) Close Reading Spelling: Look, Say, Cover, Write, Check

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August -September	ILT and Teacher Collaboration - unit and lesson preparation	ILT Team/Instructional coach	K-2 Skills Unit, K-2 Skill Lesson 3-12 Unit Preparation 3-12 Lesson Preparation	-Teachers' 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, and how to teach to student understanding with differentiation, as needed. -Evidence: Measurable increases on student exit tickets, daily formative assessments, curriculum-based assessments and instructional walkthrough data
2	August-May	Problem Solving	SBLC, PA, Core members, Counselor	Burst Fire Lift CKLA Remediational Guide	Progress Monitoring for Tier 2, Tier 3 Interventions
3	August - October	ILT- Weekly Meetings Analyzing Dibels Data, Intervention Time, &	ILT Team	Dibels weight documents, Dibels Data,	Evidence: Measurable increases in Dibels Progress Monitoring Data

Action Plan					
		lessons within Literacy block		CKLA & Guibebooks Lessons Data Charts	
4	August - May	HDT/ Targeted Literacy Support- Use Dibels Data to identify students that need additional support, provide targeted high-dosage tutoring/ interventions.	Teachers/ ILT/ Administration	Dibels, Burst Interventions, CKLA Intervention, HDT resources	Progress Monitoring data, student progress toward individual goals

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 *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 2026	**Training – HQIM ELA Guidebooks**	**3rd-5th grade ELA teachers new to this content and grade band**
August 2026	**Training – HQIM CKLA Edition 2**	**K-3rd grade ELA teachers new to this content and grade band**
September 2026	**Training – HQIM ELA Guidebooks & writing**	**K-2nd grade ELA teachers new to this content and grade band**
September 2026	**Training – DIBELS Literacy Screener and Progress Monitoring**	**K-3rd grade teachers new to this assessment**
Ongoing 2026-2027	**Science of Reading coursework**	**Any required K-3 teacher who has not yet completed an approved SOR course**

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?
K-3 Literacy	By the end of ILT Cycle 1, students in grades K–3 will demonstrate measurable growth in foundational literacy skills, as measured by DIBELS progress-monitoring data, with a specific focus on increasing the percentage of students who are **at or above benchmark** and decreasing the percentage of students who are **well below benchmark**. To accomplish this, the ILT will strengthen the implementation of **explicit, systematic foundational skills instruction** by using DIBELS data to identify student needs, monitor instructional practices, and support teachers in providing targeted core instruction and intervention.	Measurable increases in Dibels Progress Monitoring Data and MOY Dibels Data.
High-Quality Core Instruction	By the end of ILT Cycle, K–3 teachers will strengthen the implementation of high-quality core literacy instruction by consistently delivering standards-aligned, grade-level instruction using the adopted curriculum — **CKLA in grades K–2 and Louisiana Guidebooks in grade 3** — with an emphasis on explicit instruction, student engagement, and opportunities for students to demonstrate understanding. Through classroom walkthroughs, collaborative planning, and student work analysis, the ILT will monitor implementation of high-quality core	As a result of strengthened core literacy instruction, K–3 students will demonstrate growth in grade-level literacy skills as measured by DIBELS, curriculum-embedded assessments, and student work.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
	instruction and identify targeted supports needed to strengthen instructional practices across K–3.	

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
September 2026 **January 2027** **April 2027**	School staff provide frequent, regular opportunities for two -way communication between teachers and families about the following important information: • results of each student's literacy screener	• In person conferences available to discuss this information each cycle • Information is also shared in writing with copies of these documents for families to keep • Written communication is made available in multiple languages	Parent Liaisons

Section 4: Family Engagement Around Literacy			
	• the progress made between screening periods • the core instruction and interventions given to each individual student • specific ways that families can support continued progress at home.	• Virtual meetings are included as an option	
October 2026	Students and staff will host a **Literacy Night** where parents and families are invited to campus to engage in interactive literacy activities with their children. The event will provide families with opportunities to practice reading, writing, vocabulary, and other literacy skills in a fun and supportive environment while learning strategies they can use to reinforce literacy development at home	• Hands on activities for students and parents. • Resources for parents that are literacy based. • Information on the components of Dibels testing	CEP Staff/Parents
October 2026 and March 2027	**Teacher-Parent Conferences:** Parents are provided opportunities to participate in in-person conferences with their child's teacher at least two times per school year. During these conferences, teachers and parents discuss the student's academic progress, individual goals, strengths, and areas for improvement. The conferences also provide an opportunity to collaborate on strategies	• HDT forms • Dibels/Benchmark results • View student goal sheets	CEP Staff/Parents

Section 4: Family Engagement Around Literacy			
	and supports to promote the student's continued academic and personal growth		

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

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
District-wide priority area for 2026-27 – ELA performance	Across all schools in Ascension, an instructional priority area has been established for ELA which is driven by growth data collected at end of the year 2025-2026. Grades 2, 5 and 8 are focus areas.	• Principals will conduct learning walks across schools in groups of 3-4 in the priority areas of grades 2 and 5 on elementary campuses. • Observational instructional data and student work artifacts are collected during the learning walks for analysis of student progress toward yearly growth goals and proficiency goals. • Principals adjust any instructional long range planning, as

Section 5: Alignment to Other Initiatives		
		necessary, based on learning walk experiences.
Early Childhood - instructional materials expansion	Across all schools in Ascension, credible phonemic awareness instruction (Heggerty) has been scaled for implementation and credible assessment of early literacy skills has been scaled for accurate measurement of instructional impact. These efforts are intended to adequately prepare students for early literacy learning in Kindergarten,	Ascension will administer PELI across early childhood classes to measure student performance and growth in early literacy skills. School leaders and teachers will use this data to measure instructional impact and adjust long range planning.
School Improvement Plan	K-3 Literacy is identified as a school instructional priority. The SIP and Long Range Plan align ILT, Teacher Collaboration, walkthroughs, and data analysis to strengthen high-quality core instruction and improve student outcomes.	ILT and PLC agendas; Dibels benchmark and progress monitoring data, curriculum-based assessments, student work, literacy walk-through data, and quarterly Data Shares.
Family Literacy	The school has implemented schoolwide literacy initiatives, including Literacy Night and the Book Vending Machine Program for Reading Rockstars. These programs engage families and motivate students to read while increasing access to books and literacy resources outside of core instruction.	Literacy Night participation/ sign-in sheets, family resources distributed, Book Vending Machine/ Reading Rock Star participation, AR point reports, student literacy data, and evidence of family engagement.

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).

Section 6: Communicating the Plan		
Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
School-based instructional staff	Utilize scheduled teacher development /professional learning days, ILT and Teacher Collaboration meetings to clearly communicate expectations to instructional staff for implementation of the School Improvement Plan and Instructional Team Long Range Plan.	August – September 2026
Parent and Community members	Post school's literacy plan on school's website	September 2026
School-based instructional staff	Administrators collaborate with the School Test Coordinator to create a calendar of progress monitoring dates for literacy assessments and ensure that all teachers follow scheduled progress monitoring expectations.	September 2026
Parents and Guardians	School staff provide frequent, regular opportunities for two -way communication between teachers and families about the following important information: • results of each student's literacy screener • the progress made between screening periods • the core instruction and interventions given to each individual student • specific ways that families can support continued progress at home.	September 2026 January 2027 April 2027
Open House	Teachers spoke to their students' parents about the importance of literacy. Teachers in grades K-3 also explained the various Dibels measures and communicated how parents can best support their student at home.	August of 2026