

Local Literacy Plan for

St. Tammany Parish Public School System

Whispering Forest Elementary

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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: develop confident, capable, and independent readers, writers, and thinkers who are prepared for success in school and beyond. We will provide every student with meaningful opportunities to engage with rigorous, grade-level texts and build strong foundational skills using high-quality instructional materials.

To develop proficient, confident, and independent readers and writers through consistent, explicit, evidence-based literacy instruction. The system will prioritize strong Tier I instruction, faithful implementation of approved High Quality Instructional Materials (HQIM), collaborative ILT/PLC structures, and data-informed support for all learners.

The literacy mindset is that prevention begins with healthy Tier I instruction. Intervention and extension should strengthen — not replace — the core literacy experience. Leaders, teachers, students, and families share responsibility for literacy growth.

Literacy Mission Statement: ensure every student receives consistent, rigorous, and engaging grade-level literacy instruction aligned with Louisiana Student Standards, the Science of Reading, and approved high-quality instructional materials. Teachers will use evidence-based instructional practices, purposeful differentiation, and timely academic feedback to support all learners while

The mission is to ensure every student receives coherent, grade-level literacy instruction grounded in Louisiana's literacy expectations, the Science of Reading, and approved HQIM. ILTs and PLCs will use cycles of planning, observation, student work analysis, and reflection to strengthen instructional practice. Walkthroughs and assessment evidence will be used to identify highlights, priority needs, and targeted supports.

Success will be reflected in stronger student engagement, improved literacy performance, increased mastery of grade-level knowledge and

Section 1A: Literacy Vision and Mission Statement

maintaining high expectations for student achievement.

skills, and reduced dependence on intensive intervention through stronger Tier I instruction.

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?

Goal 1 (Student-Focused)

By Spring 2027, at least 80% of students will demonstrate mastery of grade-level literacy knowledge and skills as measured by curriculum aligned benchmarks and state assessments.

Increase student mastery of grade-level literacy knowledge and skills through consistent Tier I instruction using approved/adopted Louisiana HQIM, including CKLA where adopted and Louisiana Department of Education Guidebooks supports where applicable. Use curriculum-based assessments, screeners, student work, and other available literacy data to identify leading and lagging indicators by grade level and subgroup.

Leading indicators: student engagement in reading, speaking, listening, and writing; quality of HQIM-aligned tasks; completion of CKLA/Guidebooks-aligned learning activities where applicable; formative assessment results; and student progress within instructional cycles.

Lagging indicators: improved benchmark/assessment performance, growth in proficiency, stronger writing outcomes, and reduced numbers of students requiring intensive intervention.

Target: Strong Tier I instruction should demonstrate at least 80% student mastery in overall class assessment data, consistent with the LDOE Local Literacy Plan template.

Strengthen teacher capacity to prepare and deliver HQIM-aligned literacy lessons. PLCs will routinely examine the purpose of CKLA or Guidebooks-supported lessons, priority knowledge and skills, mastery

Section 1B: Literacy Goals

Goal 2 (Teacher-Focused)

From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Reading Informational Text from 51 percent proficient to 60 percent proficient through a focus on analysis of student work to make instructional decisions in PLCs.

expectations, explicit modeling, questioning, student tasks, differentiation, and assessment evidence.

ILT members and instructional coaches will support PLCs through learning cycles that connect unit preparation, lesson preparation, walkthrough evidence, student work, and assessment data. Professional learning will prioritize the Science of Reading, effective implementation of CKLA and Guidebooks supports where applicable, explicit instruction, intervention, extension, and literacy across content areas.

Goal 3 (Program-Focused)

By Spring 2027, 100% of teachers will implement CKLA, Louisiana Guidebooks, and Lexia with fidelity, as evidenced by walk-throughs, observation cycles, and review of lesson plans.

Establish sustainable structures for literacy improvement through ILTs, PLCs/Teacher Collaboration (TC), scheduled walkthroughs, data cycles, progress monitoring, targeted tutoring, and professional learning.

Highlights:

- Consistent implementation of CKLA and/or Louisiana Guidebooks supports within the adopted instructional program, where applicable.
- Strong alignment among Louisiana standards, HQIM lessons, learning objectives, student tasks, and assessments.
- High levels of student reading, writing, speaking, and listening during instruction.
- PLCs using student evidence to adjust instruction rather than simply discussing pacing.
- Students receiving timely, skill-specific support based on progress-monitoring evidence.

Priority Needs:

- Consistency and fidelity of HQIM implementation across classrooms.
- Quality of CKLA/Guidebooks unit and lesson preparation and use of embedded supports.
- Explicit modeling and opportunities for students to demonstrate mastery.
- Consistent progress monitoring for students below grade-level expectations.
- Alignment of intervention and High Dosage Tutoring to identified literacy needs.
- Consistent walkthrough/data routines across schools.

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 instruction is delivered by teachers trained in the effective implementation of approved HQIM. (CKLA, Louisiana Guide Books, Bayou Bridges, Amplify Science, Leader in Me) • HQIM curriculum-based assessments are used consistently to evaluate Tier I effectiveness. • The ILT is trained to support implementation and evaluation of HQIM and uses walkthrough and student-data evidence to determine support. • A regular walkthrough schedule monitors Tier I implementation and identifies highlights and priority needs. • ILT and PLC cycles respond to data and focus on high-leverage instructional needs. • Teachers and leaders receive support with HQIM unit and lesson preparation. • Extension opportunities are connected to student data and grade-level literacy expectations.
Amount of time spent on daily literacy skills instruction and how it is used	Protected daily literacy instruction will be provided within the school schedule. Instructional time will prioritize grade-level HQIM, explicit instruction, guided practice, independent application, discussion, reading, writing, and formative assessment. Specified targeted support schedule implemented for grades K-2 in both Math and ELA. Walkthroughs will look for students actively reading, speaking, listening, and writing in tasks explicitly aligned to the lesson objective and unit knowledge/skills. Scheduling decisions will protect Tier I instruction from unnecessary removal for intervention.
English Language Arts textbooks and instructional materials used	Approved/adopted Louisiana HQIM for English Language Arts/literacy. Where applicable, this includes CKLA as the core literacy curriculum and the Louisiana Department of Education's Guidebooks resources/supports aligned to grade-level Louisiana literacy expectations. Lexia is used as supplemental materials, as well as SPIRE for approved classrooms. Schools will prioritize the core HQIM and its embedded texts, assessments, rubrics, exemplars, knowledge-building opportunities, foundational skills instruction, and writing tasks. Guidebooks resources may be used as Louisiana-aligned support for planning, text-dependent instruction, standards alignment, and additional grade-level literacy opportunities, consistent with district guidance.

Section 2: Explicit Instruction, Intervention and Extension

	School leaders will monitor whether supplemental materials are necessary, aligned to the core program, and used to strengthen — not replace — the HQIM experience.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? Interventions being provided by the regular education teacher, the SWE teacher, interventionist, and/or trained support personnel. 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? It requires fidelity and accountability. 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? Focused and data-driven as well as bi-weekly progress monitoring data. 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? Takes place at a regularly scheduled time. 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? Driven by bi-weekly progress monitoring data.
Tier II plan, including the amount of time	Tier II will provide targeted intervention aligned to the student's identified literacy need and current assessment data. Intervention will use approved HQIM/intervention materials, including appropriate CKLA or Louisiana-aligned supports where applicable, and curriculum-based measures. Teachers, interventionist, and certified tutors will follow a specific schedule to implement targeted support interventions. Curriculum materials, including interventions from the ARG are used during this time. Some students will use Lexia, and others SPIRE as appropriate for students/classrooms. Targeted support groups meet daily for 30 minutes at a time. Students who demonstrate persistent gaps will receive targeted, skill-specific instruction with progress monitoring weekly or bi-weekly according to student need. High Dosage Tutoring may be used as an additional Tier II support for eligible struggling students when staffing, scheduling, and program requirements allow. Student schedules will protect Tier I core instruction.
List of available interventions and their descriptions	Available supports may include HQIM-embedded small-group instruction; CKLA foundational skills, knowledge, vocabulary, comprehension, and writing supports where applicable; Louisiana Guidebooks-aligned text and task supports; targeted foundational skills instruction; fluency practice; vocabulary/knowledge development; comprehension support; and targeted writing support.

Section 2: Explicit Instruction, Intervention and Extension

	High Dosage Tutoring should be assigned based on identified student need, use a clearly defined literacy skill focus, occur at a frequency/intensity consistent with the tutoring model, and be monitored through common progress-monitoring evidence. PLCs/ILT will review tutoring data to determine whether students are responding and whether support should continue, intensify, or be adjusted.
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? Regular education teacher, SWE teacher, interventionist, trained support personnel. 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? Materials that are supplemental to Tier I and Tier II. 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? Yes; it is frequent, intense, targeted supplemental intervention. 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? Students are pulled during scheduled targeted support time. 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? Driven by weekly progress monitoring data.
Tier III plan, including the amount of time	Tier III will provide intensive, individualized literacy intervention by appropriately trained literacy personnel using the adopted Tier III curriculum. Students receiving intensive support may also be considered for additional High Dosage Tutoring when appropriate and available, but tutoring will not replace required intensive intervention or core instruction. High dosage tutoring is in the daily schedule for 5 days per week, 30 minutes per day. Students needing Tier III supports will be progressed monitored weekly. Progress monitoring will occur at least weekly, and intervention decisions will be adjusted based on student response. Tier I core instruction will remain protected.
List of available interventions and their descriptions	Available supports may include intensive foundational skills intervention, individualized decoding/encoding support, intensive fluency work, language/vocabulary support, and targeted comprehension or writing intervention. Plans will document the skill, instructional approach, frequency, duration, progress-monitoring measure, and decision rules for adjustment.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–September	Establish the first ILT/PLC cycle around HQIM unit and lesson preparation. Identify priority literacy practices and establish walkthrough look-fors.	ILT; Principals; Instructional Coaches; PLC Leads	LDOE Local Literacy Plan; approved HQIM; unit/lesson preparation tools; LER-aligned look-fors	Teacher preparation shows clear understanding of HQIM knowledge/skills, lesson purpose, mastery expectations, modeling, and differentiation. Walkthroughs establish baseline highlights and priority needs.
2	September–October	Conduct literacy walkthroughs focused on explicit instruction, student cognitive engagement, HQIM alignment, and opportunities for reading, speaking, listening, and writing.	Principals; ILT; Instructional Coaches	Walkthrough tool; HQIM; student work; formative assessment evidence	At least 95% of observed students are engaged in literacy tasks aligned to the lesson objective/unit knowledge and skills. Trends are reviewed by ILT and shared with PLCs for refinement.
3	October–December	Use PLC data cycles to analyze HQIM assessments, student work, and subgroup performance; identify one high-leverage instructional response per cycle.	PLC Teams; ILT; Instructional Coaches	HQIM assessments; common formative evidence; student work protocols	PLC records show evidence-based instructional adjustments. Student work demonstrates progress toward grade-level expectations.
4	January–February	Review Tier I effectiveness and intervention alignment. Verify that Tier II/Tier III interventions address identified needs and do not unnecessarily remove students from Tier I.	ILT; Interventionists; Principals; Coaches	Literacy framework; HQIM assessments; progress-monitoring data; schedules	Intervention skill and progress-monitoring measures align with identified needs. Progress-monitoring frequency follows student need and tier expectations.

Action Plan

5	March–April	Conduct a second walkthrough/data cycle to compare implementation trends with the fall baseline. Identify systemwide and school-level highlights and priority needs.	District/School Leaders; ILT; Coaches	Walkthrough trend data; HQIM evidence; assessment data; student work	Evidence shows improvement in targeted instructional practices and identifies remaining implementation gaps requiring support.
6	May–June	Evaluate literacy goals and document next-year priorities for HQIM implementation, ILT/PLC cycles, professional learning, and intervention systems.	District/School Leaders; ILT; PLC Leads	Assessment results; walkthrough trends; PLC evidence; annual literacy plan	Annual review identifies student, teacher, and program outcomes and establishes measurable priorities for the next cycle.
7	September–May	Implement a structured progress-monitoring cycle for students identified below grade-level expectations. Use assessment data to identify the specific literacy skill gap, establish a measurable goal, and determine the appropriate Tier II/Tier III support or High Dosage Tutoring response.	ILT; PLCs; Interventionists; Tutors; Instructional Coaches	HQIM/CKLA assessments where applicable; Louisiana-aligned assessments; screeners; progress-monitoring tools; student work	Students have documented skill-specific goals. Progress-monitoring data are reviewed at the required frequency, and intervention/tutoring is adjusted when students do not demonstrate adequate response.
8	October–May	Establish an ILT/PLC review of CKLA implementation and Louisiana Guidebooks supports where applicable. Examine walkthrough evidence, teacher planning, student work, and assessment data to identify implementation highlights and priority needs.	ILT; Principals; Instructional Coaches; PLC Leads	CKLA materials; Louisiana Guidebooks resources; LDOE guidance; walkthrough tool; student work	Walkthroughs demonstrate purposeful use of the adopted HQIM and aligned Louisiana resources. PLCs document instructional adjustments connected to student evidence.

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

Professional learning will be job-embedded and connected directly to HQIM implementation, the Science of Reading, explicit instruction, intervention, content/disciplinary literacy as applicable, and evidence collected through ILT/PLC cycles and walkthroughs.

Leadership will evaluate professional learning through implementation evidence — not attendance alone. Evidence will include walkthrough trends, teacher preparation, PLC artifacts, student work, formative assessment results, and changes in student performance.

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>
HQIM launch/refreshers; CKLA implementation where adopted; Louisiana Guidebooks supports where applicable; unit and lesson preparation; explicit instruction; literacy walkthrough look-fors August, October, January, March	Principals; ILT; Instructional Coaches; Teachers	Engelhardt, Gornor, Bowling, Bolmon, Abney, Kendrick, Cook, Berard, Meeker, Prieto
Using CKLA/Guidebooks and HQIM assessments and student work in PLC cycles; Science of Reading-aligned practices; intervention, progress monitoring, and High Dosage Tutoring Monthly through PLC	Teachers; PLC Leads; Interventionists; Coaches	Engelhardt, Gornor, Bowling, Bolmon, Abney, Kendrick, Cook, Berard, Meeker, Prieto
Responsive instruction; differentiation; writing from sources; vocabulary/knowledge building; analyzing	Teachers; ILT; Coaches	Engelhardt, Gornor, Bowling, Bolmon, Abney, Kendrick, Cook, Berard, Meeker, Prieto

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

walkthrough and student data;
using progress-monitoring
data to adjust
tutoring/intervention

Monthly through PLC

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

The ILT/PLC long-range plan will be organized into recurring literacy cycles aligned to annual goals. Each cycle will connect CKLA and/or Louisiana Guidebooks-supported planning where applicable, HQIM unit/lesson preparation, classroom implementation, walkthrough evidence, student work/assessment analysis, progress monitoring, teacher reflection, and a targeted instructional response.

The ILT will monitor cycle effectiveness at regular checkpoints and use LER-aligned evidence and HQIM implementation expectations to determine whether additional professional learning, coaching, High Dosage Tutoring, intervention, or school-level support is needed. PLCs will serve as the primary teacher collaboration structure for applying the cycle focus to classroom practice.

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Teachers consistently unpack HQIM knowledge/skills and plan for lesson purpose, modeling, mastery, and differentiation.	Unit/lesson plans, PLC artifacts, walkthrough evidence, coaching notes	HQIM-aligned lesson plans, PLC planning artifacts, classroom walkthrough data, coaching plans/notes, teacher reflection, and administrator feedback
Increase the percentage of students actively reading, speaking, listening, and writing in aligned tasks.	Walkthrough trends, student work, exit tickets, formative assessments	Classroom walkthrough data, student work samples, exit tickets, formative assessment data, student engagement evidence, progress monitoring data, and tutoring/intervention logs
Data-Driven PLCs Use assessment/student work evidence to identify needs and make specific instructional adjustments.	PLC protocols, action steps, reassessment evidence	PLC agendas/minutes, assessment and progress monitoring data, student work analysis, intervention/tutoring logs, PLC action steps, reassessment results, walkthrough data, and coaching plans/notes

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

Intervention & Extension Ensure supports are matched to assessed needs while protecting Tier I instruction.	Schedules, intervention plans, progress monitoring, student growth	Progress monitoring data, universal screener and diagnostic assessment data, intervention/tutoring logs, student growth data, intervention plans, PLC data reviews, classroom walkthroughs, and coaching plans/notes
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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 14, 2026	Family literacy orientation: explain school literacy priorities, HQIM, grade-level expectations, and ways to support reading/writing at home.	Translated/plain-language resources; multiple meeting formats; take-home supports	School leaders; literacy teachers; family/community partners
October 23, 2026	Family data conversation: explain screener/benchmark information and student literacy goals in family-friendly language.	Individual conferences; accessible data explanations; interpretation support	Technology Resource Teacher; Interventionist

Section 4: Family Engagement Around Literacy

February 24, 2027	Family literacy learning session focused on reading routines, vocabulary/knowledge building, and supporting student writing.	Virtual/in-person options; recorded resources; multilingual materials as needed	School literacy team; community partners
May 18 & 19, 2027	Celebrate literacy growth and share student work/highlights while identifying continued support needs.	Student-friendly showcases; take-home resources; accessible communication	School; families; community partners

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
School Improvement Plan (SIP)	Align literacy goals, leading indicators, and priority needs with school improvement actions.	Quarterly review of literacy outcomes, walkthrough trends, and implementation evidence.
ILT/PLC Structures	Use existing collaboration structures to plan, study instruction, analyze student evidence, and respond to literacy needs.	Cycle artifacts, meeting agendas, action steps, walkthrough evidence, student work.
High Quality Instructional Materials (HQIM)	Protect coherent Tier I instruction and use HQIM assessments, texts, rubrics, exemplars, and embedded supports.	HQIM implementation walkthroughs, unit/lesson preparation, assessment data.
Louisiana Tiered Pathways for Literacy Support (TPLS)	Coordinate Tier I, Tier II, and Tier III supports while protecting core instruction and aligning intervention to identified needs.	Intervention schedules, progress monitoring, tier movement decisions, student growth.

Section 5: Alignment to Other Initiatives

LER / Leadership Practices	Use leadership and observation evidence to reinforce strong instruction and identify support needs connected to literacy implementation.	Walkthrough trends, coaching records, ILT reviews, teacher/student evidence.
Cross-Curricular Literacy	Strengthen reading, writing, speaking, listening, vocabulary, and knowledge-building across content areas where appropriate.	Content-area walkthroughs, student work, common expectations, PLC discussion.
CKLA (where adopted)	Use CKLA as the core literacy program with attention to coherent foundational skills, knowledge building, vocabulary, comprehension, and writing instruction.	CKLA implementation walkthroughs, unit/lesson preparation, embedded assessments, student work, and PLC evidence.
Louisiana Department of Education Guidebooks Supports	Use Louisiana-aligned Guidebooks resources, where applicable, to strengthen standards-aligned planning, text-based instruction, and grade-level literacy tasks without replacing the adopted core HQIM.	Planning artifacts, walkthrough evidence, student tasks/work, and assessment evidence.
High Dosage Tutoring	Provide additional intensive, targeted literacy support for eligible struggling students based on identified needs and progress-monitoring evidence while protecting Tier I instruction.	Tutoring rosters, attendance/intensity data, skill-specific goals, progress monitoring, student growth, and ILT/PLC review.

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
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Section 6: Communicating the Plan

District/School Leaders	Communicate non-negotiable expectations for HQIM implementation, Tier I literacy, ILT/PLC cycles, walkthroughs, and data monitoring.	August and quarterly
ILT / School Literacy Team	Share literacy highlights, priority needs, walkthrough trends, and recommended supports; monitor implementation cycles.	Monthly/each ILT cycle
PLCs / Teacher Teams	Use shared protocols to communicate instructional priorities, examine student evidence, and document adjustments.	Weekly/bi-weekly
Teachers	Receive clear expectations, HQIM support, assessment guidance, intervention procedures, and feedback from walkthroughs/coaching.	Ongoing; after walkthroughs and cycles
Families	Receive accessible updates on literacy goals, student progress, HQIM-aligned expectations, and ways to support literacy at home.	Quarterly and as needed
District/System Stakeholders	Review progress toward student, teacher, and program goals and communicate systemwide successes and priority needs.	Quarterly/annual review

Implementation Highlights and Priority Needs

Highlights: The plan intentionally connects Louisiana’s Tiered Pathways for Literacy Support (TPLS), approved HQIM, ILT/PLC cycles, professional learning, and walkthrough monitoring. It emphasizes healthy Tier I instruction as the foundation for literacy success and uses evidence from planning, instruction, student work, and assessment.

Priority Needs: Maintain consistent HQIM implementation; strengthen unit and lesson preparation; increase the quality of explicit instruction and student literacy engagement; use PLCs more consistently for evidence-based instructional decisions; align intervention and progress monitoring to identified needs; and establish consistent walkthrough/data routines that result in actionable support.

CKLA, Guidebooks, Progress Monitoring, and High Dosage Tutoring

Implementation expectation: The literacy system will maintain a clear instructional hierarchy: strong Tier I instruction through approved/adopted HQIM; targeted Tier II support based on student need; intensive Tier III intervention when warranted; and High Dosage Tutoring as an additional targeted support for eligible struggling students. Progress-monitoring evidence will drive decisions about continuing, intensifying, fading, or changing support. Tier I instruction remains protected.

CKLA/Guidebooks connection: Where CKLA is the adopted core, PLCs and ILTs will study implementation through planning, walkthroughs, student work, and assessment evidence. Where Louisiana Department of Education Guidebooks resources are applicable, schools will use them as Louisiana-aligned planning and instructional supports that strengthen grade-level literacy instruction and complement the adopted HQIM.