LOUISIANA DEPARTMENT OF EDUCATION

# Local Literacy Plan for

# Henry Heights Elementary

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## Superintendent: Jason VanMetre

## Completion: May 2027

# LOUISIANA'S LITERACY PILLARS




## 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?

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| Literacy Vision | At Henry Heights Elementary, we envision every student becoming a confident, capable reader, writer, speaker, and thinker. Through engaging and rigorous literacy learning, inclusive practices, high expectations, and strong partnerships among staff, families, and our community, we will build the literacy skills and character students need to thrive in a global society. |
| Literacy Mission Statement | Henry Heights Elementary will provide every student with daily, high-quality Tier 1 instruction through the faithful implementation of HQIM. Grounded in the Science of Reading, our educators will use student data, collaborative planning, differentiated support, targeted interventions, and enrichment opportunities to strengthen foundational literacy skills, fluency, vocabulary, oral language, comprehension, and writing. By partnering with families and maintaining high expectations for every learner, we will cultivate successful, independent readers prepared for lifelong learning. |

## 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?

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| Goal 1 (Student-Focused) | • By the end of the 2026-2027 school year, 52% of K-2nd graders will score at or above Benchmark on the EOY Dibels Assessment.<br>• By the end of the 2026-2027 school year, 60% of 3rd graders will read 114 WCPM (or their individual growth target)<br>• We will increase the percentage of students reading on or above grade level in grades 3-5 from 35% to 42% as measured by curriculum based assessments and LEAP assessment.<br>• We will increase the percentage of SWD students reading on or above grade level in grades 3-5 from 10% to 15% as measured by curriculum based assessments and LEAP assessment.<br><br>**Leading Indicators**<br><br>• Percentage of students meeting benchmark on literacy screener.<br>• Percentage of students making progress toward Individual Reading Improvement Plan goals.<br>• Student attendance in intervention and extension groups.<br>• Percentage of students proficient on curriculum based assessments.<br><br>**Lagging Indicators**<br><br>• End-of-year literacy screener results.<br>• Percentage of students reading on grade level. |

| Section 1B: Literacy Goals | |
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| Goal 2 (Teacher-Focused) | By May 2027, 100% of literacy teachers will participate in ongoing professional learning focused on HQIM implementation, including literacy instructional practices, assessment analysis, intervention delivery, and Science of Reading-aligned instruction.<br><br>**Measurement**<br><br>• Professional learning attendance records.<br>• Walkthrough data.<br>• Observation feedback cycles.<br>• Teacher collaboration artifacts.<br>• HQIM implementation rubrics.<br>• Monitoring of student progress on HQIM assessments. |
| Goal 3 (Program-Focused) | 90% of weekly ILT and TC meetings will utilize curriculum based assessments from HQIM to evaluate the effectiveness of Tier I core instruction.<br><br>100% of literacy teachers will receive continued coaching and feedback around tier I instruction and small group support.<br><br>**Measurement**<br><br>• ILT/TC Agendas<br>• Bullseye observation feedback cycles<br>• Bullseye classroom walkthroughs<br>• Intervention progress-monitoring reports. |

## 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 | |
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| **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?<br>a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.<br>2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?<br>3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?<br>4. Is there a regular walkthrough schedule to determine support around Tier I?<br>5. Is the ILT responding to data to support a healthy Tier I?<br>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)<br>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** | **Grades K-1**<br><br>120 minute literacy block<br><br>• 75 minutes foundational skills instruction<br>• 45 minutes knowledge-building and comprehension instruction<br><br>**Grades 2**<br><br>120 minute literacy block<br><br>• 60 minutes foundational skills instruction<br>• 60 minutes knowledge-building and comprehension instruction<br><br>**Grades 3-5**<br><br>90-120 minute literacy block<br><br>• Whole-group HQIM instruction<br>• Small-group reading and writing support<br>• Intervention and extension opportunities based on data<br><br>Instruction is driven by HQIM, formative assessment, student work analysis, and literacy screener results. |
| **English Language Arts textbooks** | • Louisiana Guidebooks<br>• CKLA Skills (Core Knowledge Language Arts) |

<table>
<tr><th colspan="2">Section 2: Explicit Instruction, Intervention and Extension</th></tr>
<tr><td>and instructional materials used</td><td>
<ul>
<li>District approved HQIM</li>
<li>DIBELS 8 State Literacy Screener</li>
<li>Supplemental intervention resources aligned to core instruction and Science of Reading expectations</li>
</ul>
All materials are aligned to state standards and free of three-cueing practices.
</td></tr>
<tr><td>Tier II</td><td>
<ol>
<li>Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?</li>
<li>Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? To support the established program focused goal, we will</li>
<li>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?</li>
<li>Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?</li>
<li>Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?</li>
</ol>
</td></tr>
<tr><td>Tier II plan, including the amount of time</td><td>
Students identified through screening and progress monitoring receive:
<ul>
<li>Minimum 20 minutes daily</li>
<li>3-5 days per week</li>
<li>Small-group intervention</li>
<li>Explicit instruction focused on identified skill deficits</li>
<li>Progress monitoring every two weeks or more frequently as needed</li>
</ul>
Students continue to receive full Tier I instruction without being removed from core literacy instruction.
</td></tr>
<tr><td>List of available interventions and their descriptions</td><td>
<table>
<tr><th>Intervention</th><th>Description</th></tr>
<tr><td>Foundational Skills Intervention</td><td>Explicit phonemic awareness and phonics instruction</td></tr>
<tr><td>Fluency Intervention</td><td>Repeated reading and fluency practice</td></tr>
<tr><td>Vocabulary Support</td><td>Targeted academic vocabulary development</td></tr>
<tr><td>Comprehension Intervention</td><td>Guided reading and comprehension strategy instruction</td></tr>
<tr><td>Literacy Tutoring</td><td>Additional literacy support aligned to classroom instruction</td></tr>
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<table>
<tr><th colspan="2">Section 2: Explicit Instruction, Intervention and Extension</th></tr>
<tr><td>Tier III</td><td>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?<br>2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?<br>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?<br>4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?<br>5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?</td></tr>
<tr><td>Tier III plan, including the amount of time</td><td>Students with significant literacy needs receive:<br><br>• Minimum 30 minutes daily<br>• Individualized or very small-group instruction<br>• Weekly progress monitoring<br>• Alignment with Individual Academic Support Plans<br><br>Services are adjusted based on ongoing student data review.</td></tr>
<tr><td>List of available interventions and their descriptions</td><td>
<table>
<tr><th>Intervention</th><th>Description</th></tr>
<tr><td>Intensive Reading Intervention</td><td>Individualized instruction addressing significant readi gaps</td></tr>
<tr><td>Dyslexia-Focused Support</td><td>Structured literacy intervention aligned to identified needs</td></tr>
<tr><td>Intensive Fluency and Decoding Support</td><td>Daily systematic practice</td></tr>
<tr><td>Specialized Literacy Tutoring</td><td>Additional targeted support beyond Tier II Services (SPIRE 3-5)</td></tr>
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| Action Plan | | | | | |
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| **Goal** | **Timeline** | **Action Steps** | **Person(s) Responsible** | **Resources** | **Monitoring Evidence of Teacher and Student Success** |
| 1 | August-September | Administer beginning-of-year screeners and create intervention groups | ILT (Principal, Assistant Principal, Counselor, Lead Teachers) | DIBELS, CKLA Assessments | Screener results, intervention rosters |
| 1 | September-May | Monitor progress and adjust intervention groups Conduct monthly literacy-focused teacher collaboration cycles | Principal, Assistant Principal, Lead Teachers, K-3 teachers | Progress monitoring tools, CKLA Skills | Progress monitoring data, DIBELS MOY benchmark data, CKLA Assessments |
| 2 | August-May | Conduct weekly literacy-focused teacher collaboration cycles, focusing on phonological awareness, phonics, decoding, and encoding instruction | Principal Assistant Principal Lead Teachers | CKLA/Amplify teacher resources | Bullseye and observation data, CKLA assessment data, progress monitoring data |
| 2 | August-May | Conduct weekly teacher collaboration cycles focused on analyzing student data and refining small-group instructional practices. | Principal, Assistant Principals, Lead Teachers | Student CKLA, DIBELS, and progress monitoring data | Bullseye observations, observation data, CKLA assessment data, DIBELS data, progress monitoring data |

| Action Plan | | | | | |
|---|---|---|---|---|---|
| 3 | Each Semester | Conduct literacy team meetings and implementation reviews | Principal, Assistant Principal, Lead Teachers | Literacy Plan | Meeting minutes, action plans |
| 3 | Throughout Year | Host family literacy experiences | Literacy Committee | Family Literacy Resources | Attendance and survey data |

## 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 | | |
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| **Month/Date**<br>*(When can PL be scheduled throughout the school year?)* | **Topics**<br>*(What topics are most needed and should be covered and/or prioritized?)* | **Attendees**<br>*(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)* |
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## Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

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

| Potential Cycle Topic | Goal for Cycle | How is the success of the cycle monitored? |
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| BOY Data Analysis | By September 2026, teachers will analyze BOY DIBELS data to identify student skill deficits, establish literacy intervention groups, and implement consistent foundational literacy routines and progress-monitoring systems. | BOY DIBELS reports, intervention rosters, PLC artifacts, classroom walkthroughs, and weekly progress-monitoring documentation. |
| Phonological Awareness and Phonics | By November 2026, teachers will strengthen explicit phonological awareness and phonics instruction through systematic modeling, decoding, encoding, and reteaching practices, resulting in improved student performance on foundational reading skills. | DIBELS progress monitoring data, student decoding assessments, lesson observations, CKLA assessment data |
| Fluency and Accuracy | By January 2027, teachers will increase oral reading fluency and decoding accuracy for students approaching benchmark, especially in Grades 1 and 2. | MOY DIBELS Benchmark reports, progress monitoring data, oral reading fluency checks, CKLA assessment data |
| Language and Comprehension | Teachers will build vocabulary, oral language, and comprehension so students can understand and respond to text independently. | Vocabulary assessments, comprehension checks, student discussions, written responses to text, walkthrough evidence, and intervention-monitoring data. |
| Acceleration and EOY readiness | Teachers will intensify supports for students near benchmark and prepare all K-3 students for strong EOY DIBELS performance. | EOY DIBELS results, intervention-growth reports, student achievement data, TC reflections |

## 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 |
|---|---|---|---|
| October | Student-led data conferences | Visual representations of reading growth | Kiwanis Club South |
| November | Book Fair | Preview opportunities | Grandparent Volunteers |
| March | Read Across America Event | Flexible scheduling | Local Volunteers |
| May | Summer Reading Kickoff | Summer resource packets | Public Library |

## 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

## Section 5: Alignment to Other Initiatives

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 | | |
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| **Other Programs/Initiatives** | **Connection to Literacy** | **Monitoring Plan/ Evidence of Success** |
| School Improvement Plan | Literacy goals embedded in academic priorities | Quarterly goal reviews |
| Early Childhood Program | Supports readiness and early literacy development | Screener and readiness data |
| Positive Behavior Supports | Improved engagement and attendance | Attendance and behavior data |
| Tutoring Program | Provides targeted intervention support | Progress monitoring reports |

## 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 | | |
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| **Stakeholder Group** | **Plan for Communicating** | **Timeline** |

| Section 6: Communicating the Plan | | |
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| Teachers | Faculty meetings, TCs, email updates, collaboration cycles | Monthly |
| School Literacy Team | Literacy meetings and implementation reviews | Monthly |
| Families | Student-led conferences, newsletters, website updates, social media | Monthly and Quarterly |
| School Board/Community | School reports, presentations, public updates | Quarterly, posted on school website |
| Students | Goal-setting conferences and progress monitoring discussions | Each grading period |