LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Bayou Woods Elementary

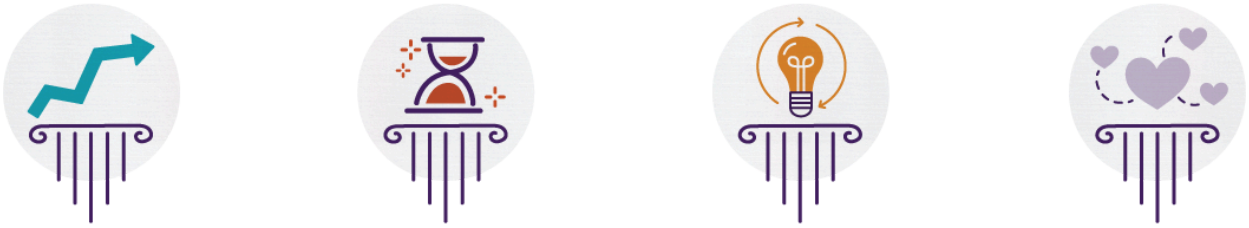
Alexandra Howard, Principal

St. Tammany Parish Public School System

Frank Jabbia, Superintendent

August 2026

LOUISIANA'S LITERACY PILLARS



Across all literacy practices, we want to ensure access and opportunities for every learner every day.

EOY 2026 mCLASS®:DIBELS 8
National user base comparison

Bayou Woods Elementary School

Grade	Percent of Students in Each Performance Level at EOY 2025-2026															
	Students at Well Below Benchmark Level				Students at Below Benchmark Level				Students at Benchmark Level				Students at Above Benchmark Level			
	School	District	State	National	School	District	State	National	School	District	State	National	School	District	State	National
Grade K	19%	16%	22%	22%	9%	9%	9%	11%	24%	30%	27%	30%	48%	45%	42%	37%
Grade 1	23%	15%	21%	20%	10%	13%	12%	12%	33%	35%	33%	29%	34%	37%	34%	39%
Grade 2	22%	17%	21%	23%	13%	13%	14%	14%	39%	40%	37%	30%	26%	30%	28%	33%
Grade 3	21%	17%	20%	26%	23%	16%	16%	15%	21%	28%	28%	21%	35%	39%	36%	38%

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	Our literacy vision is to develop proficient, confident, and independent readers and writers through consistent, explicit, evidence-based literacy instruction. Our school 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. Strategic intervention and extension should strengthen—not replace—the core literacy experience. Leaders, teachers, students, and families share responsibility for literacy growth.
Literacy Mission Statement	Our 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 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?

Section 1B: Literacy Goals	
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)	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. • 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. •Provide high-quality professional learning opportunities on the administration of screeners and data analysis •Administer DIBELS 8th according to the testing windows in grades K-3 •Administer ELA LEAP 360 for diagnostic and interim assessments according to the testing windows in 3rd grade •Administer the Universal Dyslexia Screener in grade K for reading difficulties •Analyze data to make instructional decisions about groups of students and individual students (Use Amplify, LEAP 360, and Screener results) •Notify and involve parents/guardians of students who are not yet reading at grade level (send an informative report home as well as provide at-home activities)

Section 1B: Literacy Goals	
	• Lagging indicators: improved benchmark/assessment performance, growth in proficiency, stronger writing outcomes, and reduced numbers of students requiring intensive intervention. • By the end of each school year, using various researched literacy strategies, all students will read on grade level or meet individualized growth goals as measured by the literacy assessment, and make great gains towards writing on grade level. Support for specific subgroups are as follows: Students with Dyslexia: All kindergarten students are screened for characteristics of dyslexia. If additional screening is required through the SBLC process, then Bulletin 1903 will be followed. Students are supported through multisensory strategies including a combination of visual, auditory, kinesthetic, and tactile learning to increase language processing proficiency. English Learners: English Learners (Els) engage in the same high-quality core instructional materials and instruction as their peers. ELs are identified within thirty (30) days of school enrollment if participation in a specialized language assistance program is needed based on their English proficiency. They are supported by certified English as a Second Language (ESL) teachers and Instructional Aides in core classes as well as in pull-out models. 1:1 technology in school and home use as well as access to programs, provide additional support. Parents with limited English are assisted with translated materials or a trained interpreter. Students with Exceptionalities: Students with Exceptionalities utilize all district high-quality instructional materials and instruction in core classes and pull-out models with accommodations and/or modifications based on individual needs.
Goal 2 (Teacher-Focused)	• Strengthen teacher capacity to prepare and deliver HQIM-aligned literacy lessons. PLCs will routinely examine the purpose of CKLA or Guidebooks-supported lessons,

Section 1B: Literacy Goals	
	priority knowledge and skills, mastery 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)	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.

Section 1B: Literacy Goals	
	• 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. • 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: K-2 180 minutes, 3rd - 145 minutes. Instructional time will prioritize grade-level HQIM, explicit instruction, guided practice, independent application, discussion, reading, writing, and formative assessment. 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.

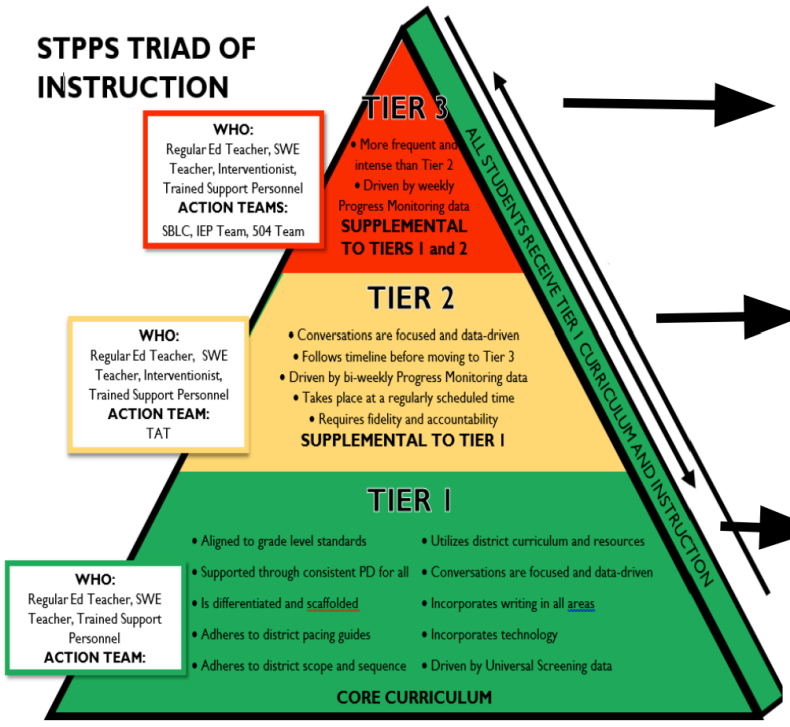
Section 2: Explicit Instruction, Intervention and Extension	
English Language Arts textbooks and instructional materials used	Approved/adopted Louisiana HQIM for English Language Arts/literacy. Where applicable, this includes CKLA as the core literacy curriculum, Heggerty, the Writing Revolution, FIRE, and the Louisiana Department of Education's Guidebooks resources/supports aligned to grade-level Louisiana literacy expectations. 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. 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? 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? 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	Tier II will provide intensive, individualized literacy intervention by appropriately trained literacy personnel using the adopted Tier II curriculum. Tier II will provide targeted and strategic intervention aligned to the student's identified literacy needs and current assessment data. Intervention/targeted support will use approved HQIM/intervention materials, including appropriate CKLA or Louisiana-aligned supports where applicable, and curriculum-based measures. Students who demonstrate persistent gaps will receive targeted, skill-specific instruction with progress monitoring bi-weekly to inform instruction. Student schedules will protect Tier I core instruction.

Section 2: Explicit Instruction, Intervention and Extension	
	K-2 identified students receiving intervention will receive 40 minutes, 5 times a week of data-driven targeted literacy support, while 3rd grade students will receive 30 minutes, five times a week.
List of available interventions and their descriptions	K-2 available interventions are as follows: ● Additional core instruction in Tier II and Tier III includes targeting skills in CKLA and/or Heggerty through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback. ● Amira Learning marries speech recognition and artificial intelligence with the Science of Reading to deliver personalized and in-the-moment tutoring to students as they practice. Amira helps students at three different moments during a reading session: Word Level- when the student is stuck on a particular word, Phrase Level- when a student has struggled and misread words in a sentence, Story Level- Amira often helps students build comprehension and understanding. ● Lexia Core5 extends learning for students who are advanced and accelerates students who struggle. Based on student performance, Lexia Core5 alerts and recommends specific intervention and practice resources. Multisensory activities called Lexia Connections are part of the Core5 blended learning model, and are ideal for providing targeted individual and/or small-group lessons. The Lexia Connections activities can be used to introduce, reinforce, or extend student progress in the Core5 online program. Progress Monitoring within the program. ● S.P.I.R.E is a multisensory, explicit, systematic, sequential literacy intervention targeting phonics, phonological awareness, spelling, and handwriting with direct instruction in vocabulary and reading comprehension. Delivery must be implemented through a trained instructor in small group instruction, 30 minutes, 4-5 days per week. Progress Monitoring can be done with DIBELS and there are formative assessments within the program that are used to track mastery of unit/lesson skills. S.P.I.R.E. is an approved program for students with the characteristics of Dyslexia. ● mCLASS Instruction is a reading intervention for grades K-3 that is found within the LDOE Amplify system. Using current DIBELS data, students are grouped based on area of need. mCLASS Instruction provides targeted activities to remediate a student's reading deficit. Available interventions for 3rd grade are as follows: ● mCLASS Instruction is a reading intervention for grades K-3 that is found within the LDOE Amplify system. Using current DIBELS data, students are

Section 2: Explicit Instruction, Intervention and Extension	
	grouped based on area of need. mCLASS Instruction provides targeted activities to remediate a student's reading deficit. ● Guidebook Fluency Tasks provide unit related passages for students who struggle with reading fluency and comprehending complex text. Each Guidebook contains a unit specific set of passages with vocabulary and comprehension questions. Each Guidebook Google Classroom has a link to the Fluency Task materials- teacher pages, student pages, fluency protocol, and tracking pages, under the topic Guidebook Supports. ● The ELA Guidebooks' Foundations Supports are a curriculum aligned resource for students to practice skills on the provided phonics continuum. Foundations support provides Guidebook unit related phonics and fluency lessons for students struggling with decoding and/or basic fluency (for grades 3-5 only) - 15-20 minutes, 3-5 times a week in small groups. Progress monitor with screening checklist. ● FUEL (Fluency Utilized to Engage Learners) ● Small group lessons that support students who are missing pieces of the foundational code with phonics, and fluency. FUEL is an effective foundations program created by LDOE aligned with Guidebook units to support students who are missing pieces of the foundational code with phonics and fluency, and at the same time builds the knowledge/comprehension for the Guidebook unit topic. ● S.P.I.R.E is a multisensory, explicit, systematic, sequential literacy intervention targeting phonics, phonological awareness, spelling, and handwriting with direct instruction in vocabulary and reading comprehension. Delivery must be implemented through a trained instructor in small group instruction, 30 minutes, 4-5 days per week. Progress Monitoring can be done with DIBELS and there are formative assessments within the program that are used to track mastery of unit/lesson skills. ● Lexia Core5 extends learning for students who are advanced and accelerates students who struggle. Based on student performance, Lexia Core5 alerts and recommends specific intervention and practice resources. Multisensory activities called Lexia Connections are part of the Core5 blended learning model, and are ideal for providing targeted individual and/or small-group lessons. The Lexia Connections activities can be used to introduce, reinforce, or extend student progress in the Core5 online program. Progress Monitoring within the 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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	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. 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	** The same interventions will be implemented for Tier III students and Tier II students. Tier III groups will also have no more than 3 students being serviced in each group.

Responsiveness by Subject (ELA – K-2)

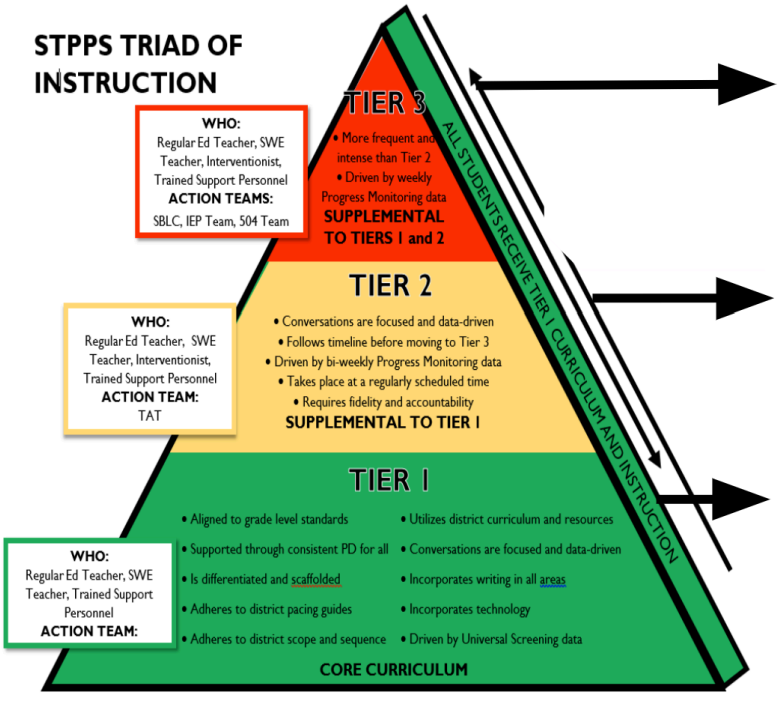


Smaller group
Additional Core Instruction
mCLASS Instruction
S.P.I.R.E. (Characteristics of Dyslexia)
PCI (MAP & RNC)
Amira Learning (EL)
Lexia Core 5 (Characteristics of Dyslexia)
ELA Accelerate

Small group
Additional Core Instruction
mCLASS Instruction
S.P.I.R.E. (Characteristics of Dyslexia)
PCI (MAP & RNC)
Amira Learning (EL)
Lexia Core 5 (Characteristics of Dyslexia)
ELA Accelerate

Core Instruction
Core Knowledge Language Arts (CKLA)
Heggerty (PreK-2)
Supplement to Core
Lexia Core 5
Amira Learning
The Writing Revolution
Unique Learning (MAP & RNC)
Fairview Learning (Deaf & Hard of Hearing)
News 2 You (MAP & RNC)
SALSA (PreK/K only) – SLPs Implement

Responsiveness by Subject (ELA – 3-12)



Smaller Group
Additional Core Instruction
mCLASS Instruction
Guidebook Supports Fluency Tasks (3-8) Foundations Supports (3-5)
FUEL(3-5) Diverse Learner Guides (3-12) Accelerate (3-10)
LIFT(4-8) IRLA Toolkit (not Yellow Level)
S.P.I.R.E. (Characteristics of Dyslexia)
Lexia (3-12)
Amira Learning (EL-3-8) / Language Power (EL-4-8)
Champion of Ideas (EL 7-8)
PCI (MAP & RNC)

Small Group
Additional Core Instruction
mCLASS Instruction
Guidebook Supports Fluency Tasks (3-8) Foundations Supports (3-5)
FUEL(3-5) Diverse Learner Guides (3-12) Accelerate (3-10)
LIFT(4-8) IRLA Toolkit (not Yellow Level)
S.P.I.R.E. (Characteristics of Dyslexia)
Lexia (3-12)
Amira Learning (EL-3-8) / Language Power (EL-4-8)
Champion of Ideas (EL 7-8)

Core Instruction
Guidebooks
The Writing Revolution
Language Tasks (Mentor Sentences) (3-8) / Language Links (6-8)
Handwriting Without Tears (3-4)
FIRE Lessons (3-5)
Supplement to Core
Amira Learning (3-5)
Lexia (3-12)
CommonLit
Fairview Learning (Deaf and Hard of Hearing)
Unique Learning (MAP & RNC)
News 2 You (MAP & RNC)

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.

Action Plan					
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	TPLS 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.
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.	ILT; PLCs; Interventionists; Tutors;	HQIM/CKLA assessments where applicable; Louisiana-aligned	Students have documented skill-specific goals. Progress-monitoring data are reviewed at the required frequency, and intervention/tutoring is adjusted when

Action Plan					
		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.	Instructional Coaches	assessments; screeners; progress-monitoring tools; student work	students do not demonstrate adequate responses.
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 *(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.)*
Monthly PLC and additional district-provided professional development (virtual and in-person)	HQIM launch/refresher; CKLA implementation where adopted; Louisiana Guidebooks supports where applicable; unit and lesson preparation; explicit instruction; literacy walkthrough look-fors	Principal; Assistant Principal; Instructional Coach; Interventionist; Counselor; MHP; Teachers
Monthly PLC and additional district provided professional development (virtual and in-person)	Using CKLA/Guidebooks and HQIM assessments and student work in PLC cycles; Science of Reading-aligned practices; intervention, progress monitoring, and High Dosage Tutoring	Principal; Assistant Principal; Instructional Coach; Interventionist; Counselor; MHP; Teachers
Monthly PLC and additional district provided professional development (virtual and in-person)	Responsive instruction; differentiation; writing from sources; vocabulary/knowledge building; analyzing walkthrough and student data; using	Principal; Assistant Principal; Instructional Coach; Interventionist; Counselor; MHP; Teachers

Section 3A: Professional Learning: Partners (if applicable)		
	progress-monitoring data to adjust tutoring/intervention	

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	Unit of assessments, District Checkpoints, proficiency of student work, and progress monitoring
Increase the percentage of students actively reading, speaking, listening, and writing in aligned tasks.	Walkthrough trends, student work, exit tickets, formative assessments	LER observation data and notice and wonderings (informal observations)

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Data-Driven PLCs	Use assessment/student work evidence to identify instructional needs or student needs to make specific instructional adjustments.	PLC protocols, action steps, teacher effectiveness from informal Snapshot data, proficiency of student work, assessment data
Intervention & Extension	Ensure supports are matched to assessed needs while protecting Tier I instruction.	Schedules, intervention plans, progress monitoring data, student growth, tutoring logs

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?

Section 4: Family Engagement Around Literacy			
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	Open house 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	DIBELS Night Family data conversation: explain screener/benchmark information and student literacy goals in family-friendly language.	Individual conferences; accessible data explanations; interpretation support; multilingual materials as needed	Teachers; literacy/intervention staff
December	Family literacy learning session focused on reading routines, vocabulary/knowledge building, and supporting student writing.	Translated/plain-language resources; multiple meeting formats; take-home supports; multilingual materials as needed	School literacy team; community partners
April	Celebrate literacy growth and share student work/highlights while identifying continued support needs.	Student-friendly showcases; take-home resources; accessible communication; individual conferences; accessible data explanations;	School; families; community partners

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
School Advancement Plan (SAP)	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.

Section 5: Alignment to Other Initiatives		
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.
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	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
District/School Leaders	Communicate non-negotiable expectations for HQIM implementation, Tier I literacy, ILT/PLC cycles, walkthroughs, and data monitoring.	Monthly (July-May)
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

Section 6: Communicating the Plan		
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.