



Local Literacy Plan for
Amite Elementary Magnet School
Tangipahoa Parish
Dana Topps, principal
Melissa Stilley, Superintendent
August 24, 2026

LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

Amite Elementary Magnet School, in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.

Literacy Mission Statement

Amite Elementary Magnet School will provide every student a high-quality education and pathway to success by giving them every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may cultivate the tools necessary for a happy and successful life.

Section 1B: Literacy Goals

- What are the overall literacy goals?
- What are the student-focused [leading and lagging goals](#), including individual subgroups?
- What teacher-focused goals lead to students meeting their goals?
- What are the program-focused goals for creating structures that help students and teachers succeed?
- How is the plan to measure these goals?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	Students: • will enter kindergarten ready according to state assessment measures. • achieve mastery level on third and fourth grade assessments and enter the next grade level prepared for appropriate content. • with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.
Goal 2 (Teacher-Focused)	Teachers will: • implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards. • provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs. • provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students. • collaboratively plan using literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction. • reference SLTs in weekly collaboration to connect student work to overall school goals to help teachers understand their impact.
Goal 3 (Program-Focused)	Amite Elementary School leaders will: • promote a positive school culture in which all teachers are responsible for implementation and delivery of effective literacy instruction. • ensure that school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs. • provide support and coaching to teachers for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).

Section 1B: Literacy Goals

- provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional resources.
- Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana
- provide parental updates every 9 weeks focused on current reading levels of students

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

- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
 - a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
- Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
- Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
- Is there a regular walkthrough schedule to determine support around Tier I?
- Is the ILT responding to data to support a healthy Tier I?
- Are teachers and leaders effectively trained in unit and lesson preparation ([K-2 Skills Unit](#), [K-2 Skill Lesson](#), [K-2 Knowledge Unit](#), [K-2 Knowledge Lesson](#), [3-12 Unit Preparation](#), [3-12 Lesson Preparation](#))
- What data and resources are being used to support [extension](#)?

Amount of time spent on daily literacy skills instruction and how it is used

HIGH QUALITY INSTRUCTIONAL MATERIALS

	<table><tr><th>Subject</th><th>Grade Band</th><th>Required Daily Minutes</th><th>Curriculum</th><th>Intervention on Daily Minutes</th><th>Intervention on Program</th></tr><tr><td rowspan="3">ELA</td><td rowspan="2">K-2</td><td>60</td><td>CKLA</td><td>15</td><td>Once (K)</td></tr><tr><td>90</td><td>Wit & Wisdom</td><td>30</td><td>Boost/Amira</td></tr><tr><td>3-4</td><td>90</td><td>2022 Guidebooks</td><td>30</td><td>Lexia</td></tr></table> Grades K–2 • CKLA (60 minutes/day) & Wit & Wisdom (90 minutes/day): Core Tier I instruction focused on grade-level literacy skills. Used for daily teacher-led instruction, curriculum-based assessments (daily exit tickets, section quizzes, and unit tasks), and extension tasks for advanced learners (complex text analysis, higher-level synthesis, and advanced writing prompts). • Boost/Amira (30 minutes/day): Targeted intervention and personalized learning used for daily practice to close individual learning gaps, reinforce essential skills, and provide enrichment. Grades 3–4 • 2022 Guidebooks (90 minutes/day): Core Tier I instruction dedicated to grade-level literacy content, continuous assessment through curriculum tasks, and advanced synthesis and writing exercises. • Lexia (30 minutes/day): Software-based targeted intervention and personalized core learning used to address specific learning gaps, reinforce core skills, and provide enrichment for on- and above-grade-level students.	Subject	Grade Band	Required Daily Minutes	Curriculum	Intervention on Daily Minutes	Intervention on Program	ELA	K-2	60	CKLA	15	Once (K)	90	Wit & Wisdom	30	Boost/Amira	3-4	90	2022 Guidebooks	30	Lexia
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English Language Arts textbooks and instructional materials used	Core: • CKLA materials • Wit and Wisdom materials • LA Guidebooks materials Interventions: • Once (kindergarten) • Lexia • Amira																					
Tier II	• Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? • Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?																					

	- Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?																																
Tier II plan, including the amount of time	<table><tr><th rowspan="2">Grade Band</th><th colspan="2">Computer Based Component Weekly</th><th colspan="2">Small Group Learning</th></tr><tr><th>Below Level</th><th>On or Above Level</th><th>Teacher Table</th><th>Hands - On Learning</th></tr><tr><td>Kindergarten ELA</td><td>30 minutes Boost</td><td>30 minutes Boost</td><td rowspan="2">• CKLA Core Support Activities • mCLASS Intervention</td><td rowspan="2">• CKLA Small Group Instruction Activities • mCLASS Intervention • CKLA or WW Core Activities</td></tr><tr><td>1st - 2nd ELA</td><td>30 minutes Boost 30 minutes Amira</td><td>30 minutes Boost 15 minutes Amira</td></tr><tr><td>HDT Tutoring →</td><td colspan="4"> - ALL Kindergarten and 1st Grade students — ONCE tutoring 15 minutes per day provided by para 2nd Grade students — AIR Reading (below and well below benchmark students) </td></tr><tr><td>3rd - 5th ELA</td><td>Assigned minutes on LEXIA₂ (based on pre-test data) 30 minutes Amira</td><td>Assigned minutes on LEXIA₂ (based on pre-test data)</td><td>• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities</td><td>• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities • LEXIA Independent Skill Builder sheets</td></tr><tr><td>HDT Tutoring →</td><td colspan="4"> 3rd Grade students — AIR Reading (students scoring below benchmark on DIBELS) 3rd Grade students — Teacher Table Tutor (students scoring well below benchmark on DIBELS) 4th - 5th Grade students – Teacher Table and LEXIA (students scoring Basic, App. Basic, or Unsat.) </td></tr></table>	Grade Band	Computer Based Component Weekly		Small Group Learning		Below Level	On or Above Level	Teacher Table	Hands - On Learning	Kindergarten ELA	30 minutes Boost	30 minutes Boost	• CKLA Core Support Activities • mCLASS Intervention	• CKLA Small Group Instruction Activities • mCLASS Intervention • CKLA or WW Core Activities	1st - 2nd ELA	30 minutes Boost 30 minutes Amira	30 minutes Boost 15 minutes Amira	HDT Tutoring →	- ALL Kindergarten and 1st Grade students — ONCE tutoring 15 minutes per day provided by para 2nd Grade students — AIR Reading (below and well below benchmark students)				3rd - 5th ELA	Assigned minutes on LEXIA ₂ (based on pre-test data) 30 minutes Amira	Assigned minutes on LEXIA ₂ (based on pre-test data)	• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities	• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities • LEXIA Independent Skill Builder sheets	HDT Tutoring →	3rd Grade students — AIR Reading (students scoring below benchmark on DIBELS) 3rd Grade students — Teacher Table Tutor (students scoring well below benchmark on DIBELS) 4th - 5th Grade students – Teacher Table and LEXIA (students scoring Basic, App. Basic, or Unsat.)			
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	• <u>AMIRA</u> ○ ELA available in K - 8th, 30 minutes per week if reading below grade level, 15 minutes per week reading on grade level/Instruct minutes are separate ○ Tutoring - Artificial intelligence program that listens to students read and offers targeted, real-time feedback and intervention, 3 assessments per year ○ Instruct - Artificial intelligence program that allows students to interact with Social Studies text along with other core curricula while receiving targeted, real-time feedback and intervention, 3rd Grade and Above • <u>LEXIA</u> ○ ELA 3rd - 4th (If students are already active, they will NOT retake placement) ■ 3rd - 4th - Core 5 – minutes based on need between 25-45 minutes per week • <u>Once</u> ○ ALL Kindergarten and 1st Grade students — ONCE tutoring 15 minutes per day provided by para • <u>AIR Reading</u> ○ 2nd Grade students — AIR Reading (below and well below benchmark students)
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	HD Tutoring • All kindergarten and 1st grade students — ONCE tutoring 15 minutes per day provided by para/Once Instructor • 2nd Grade students — AIR Reading (below and well below benchmark students)

	• 3rd Grade students — AIR Reading (students scoring below benchmark on DIBELS) • 3rd Grade students — Teacher Table Tutor (students scoring well below benchmark on DIBELS)
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Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work

TPSS and AEMS Literacy Development and Action Plan				
Event/Action	Description	Person(s) Responsible	Participants	Date(s)
School Leadership Team Meetings	Analyze prior year's PK-2 data to establish school goals. Analyze 3rd - 4th grade data to establish school goals.	Principal & Director of Academics	Leadership Team	June 30 & July 27, 2026
District Literacy Team Meetings	Team members meet to create and monitor the comprehensive literacy plan and set goals for literacy learning in schools. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the need for staffing and materials, organize professional learning opportunities, promote	Director of Curriculum and District Literacy Coordinator	District Literacy Team	Monthly September 2026 – May 2027

TPSS and AEMS Literacy Development and Action Plan

	communication, monitor and adapt the comprehensive plan as needed.			
K-3 Principals Literacy Labs	K-3 Principals, Supervisor and Literacy Team meet to review DIBELS 8 assessment data and create action plans and Individual Student Literacy Plans.	District Literacy Team, Curriculum Supervisors, and K-3 Principals	District Literacy Team and Supervisors	Fall Winter Spring
School Literacy Team Meetings	Team members meet to create and monitor the school literacy plan and set goals for literacy in the school. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the needs, organize professional learning opportunities, promote communication, monitor and adapt the school literacy plan as needed.	Principal & ILT	School Leadership Team lead by grade-level chairs	Sept. 2026 – May 2027; every 5th and 9th weeks of the 9 weeks
Weekly Collaboration and Planning	Literacy and content teachers meet with the Curriculum Facilitator to examine student work,	Curriculum Coach/Assistant Principal /Content Leader	Teachers	Weekly Aug. 2026 – May 2027

TPSS and AEMS Literacy Development and Action Plan

	participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum lesson plans to address students' learning needs. Review student data to determine a plan of intervention to create opportunities for student growth.			
Learning Community Walkthroughs	District Instructional Leadership Teams (ILT) visit schools to observe, monitor literacy instruction, and provide feedback to school leaders and teachers to create an action plan focused on leader actions that support and build teacher capacity and student achievement.	District Supervisor	ILT	Sept. 2026 – May 2027
Building Capacity Meeting	Content Leaders, Literacy Coaches, Assistant Principals meet to participate in job-embedded learning related to	PD Coordinator	Content Leaders, Literacy Coaches and Assistant Principals	Monthly Sept. 2026 – May 2027

TPSS and AEMS Literacy Development and Action Plan

	high-quality instructional programs and coaching strategies.			
K-2 CKLA Individual School On-Site Literacy Coaching	An Amplify facilitator will conduct a site visit with learning community members. Activities will include, but are not limited to: lesson observation and debriefing, grade-level planning, and leadership consultation for creating an annual coaching plan to support effective program implementation.	District Literacy Coordinator	Content Leaders, Literacy Coaches and Assistant Principals, Lead Teachers	Individual School Dates scheduled between December 2026 and March 2027
Grades 3-4 EDU2020 On-Site Literacy Coaching	LDOE certified, TPSS literacy content leaders will facilitate debriefs around the observation and Feedback cycle that supports teacher development. These observation and feedback cycles will build teachers' instructional knowledge to improve Louisiana ELA Guidebooks implementation. Team members will conduct	District Literacy Coordinator	District and School ILT	Ongoing 2026–2027

TPSS and AEMS Literacy Development and Action Plan

	observations with Tangipahoa Parish instructional leaders, analyze instruction to identify emerging themes, support teachers with cultivating school-wide goals and next steps, including focused and actionable feedback that is aligned to the goals and the broader instructional vision.			
Canopy-Science of Reading	Pathways to Proficient Reading is online professional development introducing the Science of Reading to educators, special educators and reading specialists looking to incorporate the Science of Reading into classroom practice, and learn the best strategies for language and literacy instruction in response to LA ACT 108. It is mandated for all K-3 core teachers and administrators.	District Literacy Coordinator	TPSS School Leaders, Literacy Coaches and Content Leaders	2019 – current
School Literacy	Families are invited to attend	Principal and School	AEMS Families	Fall 2026 & Spring 2027

TPSS and AEMS Literacy Development and Action Plan

Night	an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed and plays and choral performances are presented. Free books and learning materials are provided.	Leaders		
Early Childhood	Early Childhood teachers, paras, coaches, and coordinators will participate in weekly Zoom meetings to analyze data, discuss best practices, and plan for improving instruction.	Carmen Brabham Dawn Covington Nikki Feast	Classroom teachers & paras, Early Childhood Coaches, Ready Start Specialist, and Early Childhood Coordinator	Ongoing 2026–2027
Early Childhood	Pre-K Leadership teams meeting to analyze student and teacher data, determine best practices, and plan for hands-on, engaging lessons to improve student achievement and evaluate program effectiveness.	Carmen Brabham	Pre-K Leadership Team Members	Quarterly 2026–2027

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Early Childhood	The Ready Start Tangipahoa Advisory Committee participants will determine areas of need, analyze child and teacher performance, determine the professional development needs of the network, and blueprint review.	Carmen Brabham	Ready Start Tangipahoa Advisory Committee Members	Bi-Monthly 2026–2027
Early Childhood	CLASS training will be provided to review domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, & Dawn Covington	Teachers	Ongoing 2026–2027
Early Childhood	Early Childhood teachers, paras, coaches, and coordinators will participate in weekly Zoom meetings to analyze data, discuss best practices, and plan for improving instruction.	Carmen Brabham	Classroom teachers & paras, Early Childhood Coaches, Ready Start Specialist, and Early Childhood Coordinator	Ongoing
Early Childhood	The Pre-K Leadership Team will meet quarterly to analyze student and teacher data, determine best practices, and plan for hands-on, engaging lessons to improve	Carmen Brabham & Kate Perrilloux	Pre-K Leadership Team Members	Quarterly

TPSS and AEMS Literacy Development and Action Plan

	student achievement and evaluate program effectiveness.			
Early Childhood	Conscious Discipline training will be offered to present discipline strategies and executive function research in order to improve classroom management techniques.	Carmen Brabham & Christy Gray	Classroom teachers & paras, Early Childhood Coaches, Ready Start Specialist, and Early Childhood Coordinator	Weekly during Office Hours
Early Childhood	CLASS training will be provided to paraprofessionals to introduce domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki Hill, Natasha Perry, Lisa Milton & Dawn Covington	Paraprofessionals	Annually in August
Early Childhood	SmartTeach, formerly TS GOLD, training will be provided to determine how to collect and analyze data, then rate student performance, and complete the checkpoint.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki Hill, Natasha Perry, Lisa Milton & Dawn Covington	New Pre-K Teachers	September – January, & Weekly office hours
Early Childhood	Hatch implementation training will be provided for an online instructional program for student use aligned with SmartTeach (TS GOLD) so that teachers can collect and analyze students'	Carmen Brabham	Pre-K Teachers and Paras	August & October

TPSS and AEMS Literacy Development and Action Plan

	mastery of skills to individualize instruction to increase student achievement.			
Early Childhood	Frog Street Infant, Toddler, and Three's follow-up curriculum training will be provided to child care teachers.	Carmen Brabham & Nikki Hill	Child Care teachers	September
Early Childhood	Social media posts via Facebook, Twitter, and Instagram to inform parents of upcoming events, ways to apply for programs, as well as best practices to improve children's development.	Carmen Brabham & Nikki Hill	Early Childhood families	Monthly posts

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

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
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June - July 2026	Long-Range ILT Planning Teaching and learning at AEMS (planning of annotations, teacher notes, LA student standards and Tier 1 curriculum)	Principal, supervisor, LT members
August 2026	DIBELS, interventions, GuideBooks	Teachers & Staff
August 2026	Long-Range planning for collaboration	Principal, Curriculum facilitator, ILT

September-May Ongoing	Team members meet to create & monitor the school literacy plan and set goals for literacy in the school. Student data, teacher implementation, student needs, professional learning opportunities, will all be discussed and addressed in order to adapt to the school literacy plan. Learning walks with feedback to begin August in ELA classrooms. Mastermind with curriculum facilitator to analyze learning walks and create support plans with action steps to address teacher needs.	Leadership Team Literacy Team Principal, Assistant Principal, Elem. Supervisor
September-May Ongoing	Learning Community Walkthroughs-Instructional Leadership Team (ILT) members visit classrooms to observe, monitor literacy instruction, and provide feedback to teachers.	Leadership Team
September-May (½ day/month)	The Bailey Group Education Training-assist teachers with planning and supporting the areas below. • Build instructional strategies to content areas • Strengthen student engagement • Enhance instruction for EL students • Create successful language service plans	Teachers Principal Assistant Principal Curriculum Coach EL Teacher
Weekly PLC (Collaboration) Meetings September-May Ongoing	Curriculum Coach/Admin. and teachers meet to examine student work, participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum lesson plans to address students' learning needs.	Teachers

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?
Cycle 1: Goal-Setting & Baseline Tracking	By Oct 9, 2026, 100% of grade-level PLCs will establish SMART goals aligned to the 61% school benchmark, build target rosters for high-performing and at-risk students, and implement initial baseline tracking protocols.	Monitored through BOY DIBELS final summary reports, baseline assessment data in core subjects, verified student target rosters, PLC goal trackers, and early classroom walkthrough trend data.
Cycle 2: Tier 1 Rigor & High-Quality Curriculum	By Dec 18, 2026, 100% of observed ELA & Math lessons will align directly to state standards and HQIM rigor (measured via NIET tools), yielding a 5% increase in Tier 1 student mastery on interim checks.	Monitored through learning walks rubrics, standard DOK task audits, ELA progress monitoring, analyzing daily exit tickets/exit activities, student work, peer-coaching debriefs, and end-of-semester progress monitoring data
Cycle 3: Small-Group Differentiation & Interventions	By March 12, 2027, 80% of students flagged as Intensive/Strategic on MOY DIBELS or LEAP Interims will achieve targeted growth goals through small-group interventions.	Monitored via MOY DIBELS summary reports, bi-weekly progress monitoring graphs, district interim assessment item analysis, small-group work audits, and mid-cycle PM reviews.
Cycle 4: LEAP (summer results) & DIBELS EOY Review, Test-Taking Stamina, & High-Proficiency Mastery Maintenance	By May 21, 2027, 100% of grade-level PLCs will execute standards-aligned, high-yield review plans and test-simulation protocols, resulting in at least 61% of students scoring Basic/Benchmark or above on EOY DIBELS and LEAP (moving from 51% to 61%), while 100% of students	Monitored through practice test, progress monitoring, item analysis spreadsheets, LEAP constructed response rubric scores, daily standard-aligned testing attendance trackers, and EOY DIBELS data..

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

in top proficiency tiers maintain or exceed baseline achievement levels.

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	Open House	Communication provided in Spanish; information packets sent home to families that did not attend	Neighborhood Clergy City Officials
Fall 2026 Spring 2027	School Literacy Night	Communication provided in Spanish; event scheduled after-work hours; information packets sent home to families that did not attend	Kiwanis Club Chamber of Commerce Tangipahoa Parish Library

Fall 2026	Reading with Grandparents	Grandparents will attend and select a book to read to their grandchild and complete a literacy scavenger hunt. After the activities, grandparents and students will enjoy breakfast together while receiving family literacy suggestions and may visit the bookfair.	Grandparents PTO Kiwanis Club
Fall 2026 Spring 2027	Donuts with Dad Muffins with Mom	Parents (guardians) will attend and select a book to read to their child and complete a literacy scavenger hunt. After the activities, parents and students will enjoy breakfast together while receiving family literacy suggestions.	Parents City Officials PTO

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

Section 5: Alignment to Other Initiatives

School Improvement Plan	ELA Goal	Students demonstrate growth in CKLA, Wit & Wisdom, LA Guidebooks, & Dibels assessments, as evidenced by student work and assessment data.
Dibels	ELA Goal	Students demonstrate growth in CKLA, Wit & Wisdom, LA Guidebooks, & Dibels assessments, as evidenced by student work and assessment data.
Phd Science	Wit & Wisdom, CKLA, Guidebooks	Students demonstrate growth in CKLA, Wit & Wisdom, LA Guidebooks, & Dibels assessments, as evidenced by student work and assessment data.
Social Studies/Bayou Bridges	Wit & Wisdom, CKLA, Guidebooks	Students demonstrate growth in CKLA, Wit & Wisdom, LA Guidebooks, & Dibels assessments, as evidenced by student work and assessment data.
After-School Tutoring/21st Century	ELA Goal	Students demonstrate growth in CKLA, Wit & Wisdom, LA Guidebooks, & Dibels assessments, as evidenced by student work and assessment data.

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.

Section 6: Communicating the Plan

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 Leaders • Faculty and Staff • Students and Families • Community Partners	All schools in TPSS are members of one of four Learning Communities. Each Learning Community is led by a supervisor and includes members whose roles are specific to literacy, math, and the content areas as well as student services, special education services, and educational technology. The TPSS Literacy Plan is provided to all members of the Learning Communities, as well as all of the members of the District, the School Leadership teams, and teachers. Learning Community Supervisors provide support for school leaders and monitor and support teachers at each of their community schools. Learning Community Teams observe and monitor instruction during frequent learning walks with the goal of measuring implementation and providing feedback for improvement. The annual TPSS Literacy Plan will be posted on the TPSS Literacy site for public view upon TPSS School Board approval.	Ongoing August 2026 - May 2027