

**Local Literacy Plan for
Champ Cooper School
Tangipahoa Parish
Dr. Cathy Hoffman
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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Section 1A: Literacy Vision and Mission Statement

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

Literacy Vision

Champ Cooper School 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

Champ Cooper 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

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?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	Students: • will enter kindergarten ready according to state assessment measures. • will achieve mastery at third and eighth grades according to state assessment measures.
Goal 2 (Teacher-Focused)	Teachers will use: • Explicit Foundational Skills Instruction: Delivering daily, direct practice in sound-spelling correspondences, syllable types, and tricky words, reinforced through regular CKLA student chaining using hands-on manipulatives. • Standards-Aligned Core Instruction: Utilizing backward design to build robust core lessons aligned with grade-level standards and assessed through common, targeted evaluations. • Engaging Learning Stations: Implementing daily literacy and numeracy stations by August 31, 2026, designed to foster student engagement and reinforce critical skills identified through screening data. • Data-Driven Targeted Interventions: Providing daily, high-impact intervention for identified students, using specialized activities directly informed by DIBELS data to ensure all learners receive the tailored support they need to succeed.
Goal 3 (Program-Focused)	Champ Cooper School will: • promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction. • ensure that every school implements a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year. • ensure that district and 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 and school leaders for the implementation of high-quality literacy

Section 1B: Literacy Goals

- instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).
- provide job-embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources.
 - expand opportunities for parents and families to be engaged in their children’s literacy development through school-based and district activities.
 - Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana’s Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I

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

Amount of time spent on daily literacy skills

Tier I Core Instruction (85-120 Minutes Daily)

- **Core HQIM Instruction (75 minutes daily):** Tier I literacy instruction is delivered by classroom teachers using district/LDOE-approved HQIM and grade-level standards. Teachers use curriculum-based

Section 2: Explicit Instruction, Intervention and Extension

instruction and how it is used	assessments, student work, DIBELS (K-3), and LEAP-aligned evidence to evaluate the effectiveness of core instruction. ILT and teacher collaboration cycles focus on unit/lesson preparation, assessment analysis, explicit instruction, and differentiation. Administrators/ILT conduct regular walkthroughs using LER-aligned indicators and respond to trends through coaching, modeling, collaborative planning, and reteaching. The goal is a healthy Tier I in which at least 80% of students demonstrate mastery before additional intervention is intensified. Extension is provided through grade-level/advanced texts, higher-level questioning, writing, vocabulary, and enrichment tasks. • At least 85 minutes of protected daily ELA/literacy instruction. K-3 includes explicit foundational skills (phonemic awareness/phonics, decoding, word reading, fluency) plus vocabulary, comprehension, knowledge building, and writing. Grades 4-8 include daily grade-level reading, vocabulary, discussion, writing, and language instruction. Small-group support/extension is scheduled within or in addition to the literacy block without removing students from essential Tier I instruction. Personalized Core Learning (15-45 minutes) • Daily targeted skill practice via Lexia software, Air Reading, and ONCE are designed to close individual learning gaps, reinforce essential skills, and provide personalized enrichment for on- and above-grade-level learners during core instruction.
English Language Arts textbooks and instructional materials used	Primary Instructional Materials (HQIM) • Louisiana ELA Guidebooks/ CKLA/ Wit & Wisdom: Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • Supplemental & Adaptive Software: ○ Lexia: Daily personalized skill-building software used during the Tier I core block and intervention periods. ○ Amira: AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period. ○ ONCE: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. . ○ Air Reading: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period. ○ Boost: Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level.

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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 Intervention Plan • Delivery & Provider: Tier II targeted support is directly provided by classroom teachers and highly qualified literacy specialists who have completed specialized training in delivering LDOE-aligned High-Quality Instructional Materials (HQIM) and research-backed skill interventions. • Scheduling & Protection of Core Time (75 Minutes Every Day): Tier II instruction takes place for 30 minutes daily within a dedicated, protected intervention period. Master scheduling strictly ensures that students access this focused assistance without being removed from or missing any of their daily 85-minute Tier I core learning time. Tier II intervention is scheduled for 75 minutes every day during a dedicated, protected intervention block. Master scheduling strictly guarantees that students receive this targeted support without ever being pulled from or missing their daily 85-minute Tier I core instruction. • Targeted Alignment & Data Diagnostics: Concepts addressed during Tier II lessons directly match specific student growth areas revealed by recent diagnostic and literacy evaluation tools (including Lexia performance indicators, district benchmark assessments, and daily exit checks). • High-Quality Curriculum & Progress Monitoring: Instructors utilize curriculum-embedded measures and targeted skill checks from approved HQIM to gauge intervention success. Progress monitoring occurs weekly or bi-weekly depending on the level of student need, ensuring instruction adapts quickly to student growth.
List of available interventions and their descriptions	○ Targeted Small-Group: Teacher-led phonemic awareness/phonics/CVC decoding and blending practice. ○ Lexia: Daily personalized skill-building software used during the Tier I core block and intervention periods.

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	○ Amira: AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period. ○ ONCE: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. . ○ Air Reading: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period. ○ Boost: Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level. ○ Strategic Interventions: delivered daily in person by interventionists during pull out times for students in targeted sub groups.
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	K-2: Lori Reid/3-8 Elizabeth McDonough: literacy curriculum facilitators ● mClass Amplify progress monitoring is utilized according to the suggested timeframes (red 2-3 weeks, yellow 4 weeks) conducted by teachers and monitored by Lori Reid ● Lexia data monitored for
List of available interventions and their descriptions	○ Targeted Small-Group: Teacher-led phonemic awareness/phonics/CVC decoding and blending practice. ○ Lexia: Daily personalized skill-building software used during the Tier I core block and intervention periods. ○ Amira: AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period. ○ ONCE: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. . ○ Air Reading: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period.

Section 2: Explicit Instruction, Intervention and Extension

- **Boost:** Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level.
- **Strategic Interventions:** delivered daily in person by interventionists during pull out times for students in targeted sub groups

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	K-2 focus: ☐ Daily direct practice of sound spellings, syllable types, and tricky words ☐ Student chaining used during CKLA lessons using manipulatives (K-1 2x per week) (2nd 1x week) implemented by August 24, 2026 ☐ Daily use of learning stations to promote student engagement with activities targeting skills related to the literacy and numeracy screenings implemented by August 31, 2026 ☐ Strong daily interventions with identified students using the activities in	ILT Team/Instructional coach	CCE Literacy Plan	-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 -Increase in CKLA PM data in MM and increase in MOY benchmark scores

Action Plan					
		this plan based on DIBELS data (PLC 9-2-26) ☐ PM using mClass and maintaining yellow intervention folders (PLC 9-2-26) ☐ Data chats and rewards for growth (Lori Reid) 3-8 Focus:			

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>

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?

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 2027	Partners in Prep: Supporting your child through testing season	● Held via zoom ● Parents will be taught about DIBELS and LEAP standards and strategies ● Staff will explain what scores mean and identify areas of need based on scores for students ● Resources will be provided to families of activities they can complete at home (Spring)	
January 2027	Winter Literacy & Math Night: Curriculum & Data Dive	● Students will participate in hands-on, engaging activities alongside their parents that align with the skills they are learning in class. These	

Section 4: Family Engagement Around Literacy

		activities are designed to reinforce key literacy and math concepts in a fun, interactive way. • Parents will engage in a hands-on session where teachers explain key components of the literacy and math curriculum, guide families through understanding student data including assessment results, progress monitoring, and model targeted activities aligned to specific learning needs. • This event is designed to equip parents with strategies to support learning at home and deepen their understanding of how data informs instruction and student growth. (Spring)	

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

Section 5: Alignment to Other Initiatives

- 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

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