

**Local Literacy Plan for
Hammond Eastside Magnet Upper
Tangipahoa Parish
Lisa Gros
Melissa Stilley, Superintendent
8/7/2026**

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

Our vision is to cultivate an inclusive culture of reading excellence where every leader, teacher, student, and family collaborates to guarantee equitable literacy outcomes. By grounding our daily practices in high-quality instructional materials and continuous support, we ensure all learners master the literacy skills required for academic and personal success.

Literacy Mission Statement

To guarantee equitable literacy success by providing daily access to high-quality core instruction, delivering precise, data-informed interventions, and fostering a collaborative partnership among leaders, teachers, students, and families.

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals?

To ensure continuous progress toward our literacy targets, we will implement a multi-layered evaluation system combining outcome, benchmark, and real-time formative metrics:

- **BOY and EOY Mastery :** We will evaluate overall student achievement and subgroup deficit reduction using annual **LEAP 2025 ELA scores**, tracking the growth of students reaching Mastery or Above compared to prior year baselines.
- **Interim Benchmarks (Leading Progress):** Student trajectory toward annual goals will be monitored using **district interim assessments**, allowing the Instructional Leadership Team (ILT) to evaluate curriculum pacing, Tier I core health, and subgroup performance.
- **Daily Formative Learning (Real-Time Growth):** Teachers will analyze **daily exit tickets** to immediately measure student mastery of grade-level standards, adjust daily core instruction, and identify students requiring immediate Tier II/III extensions or interventions.
- **Instructional Practice & Fidelity (Process Data):** School leaders and instructional coaches will collect weekly **observational data and walkthrough metrics** to evaluate the fidelity of High-Quality Instructional Materials (HQIM) execution, teacher alignment to grade-level standards, and the overall classroom learning environment.

Goal 1 (Student-Focused)	Increase the percentage of students scoring Mastery or above on the ELA LEAP 2025 assessment by 5% overall, with targeted growth among key subgroups (Economically Disadvantaged, Students with Disabilities, and English Learners).
Goal 2 (Teacher-Focused)	100% of literacy educators will consistently deliver high-quality Tier I core instruction using approved High-Quality Instructional Materials (HQIM) and analyze daily formative data to adjust core teaching and guide targeted interventions.
Goal 3 (Program-Focused)	Maintain a robust, data-driven system that ensures continuous progress monitoring and provides timely Tier II and Tier III intervention access for every identified student without removing them from essential Tier I core learning time.

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.

<p>Tier I</p>	<ol style="list-style-type: none"> 1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? <ol style="list-style-type: none"> 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?
<p>Amount of time spent on daily literacy skills instruction and how it is used</p>	<p>Tier I Core Instruction (75 Minutes Daily)</p> <ul style="list-style-type: none"> • Core HQIM Instruction (55–60 minutes daily): Every student receives daily, grade-level core literacy instruction delivered by classroom teachers trained in the effective implementation of approved Tier I High-Quality Instructional Materials (HQIM) — Louisiana ELA Guidebooks. Prior to teaching, teachers and school leaders engage in structured 3–12 unit and lesson preparation to ensure alignment to standards and strong daily execution. To support healthy Tier I core instruction, school leaders and the Instructional Leadership Team (ILT) — who are fully trained in HQIM implementation and evaluation — maintain a regular walkthrough schedule to observe classroom practices, provide coaching, and monitor progress. The ILT routinely reviews assessment data to make real-time instructional adjustments, aiming for at least 80% student mastery across overall class assessment data. Curriculum-based assessments from the HQIM (daily exit tickets, section quizzes, and unit tasks) are consistently analyzed to evaluate core instructional effectiveness and identify students needing extension opportunities — such as advanced writing prompts, higher-order synthesis tasks, and complex text analysis. • Personalized Core Learning (15–20 minutes daily): Daily adaptive skill practice using Lexia software to address individual student learning

Section 2: Explicit Instruction, Intervention and Extension

	gaps, reinforce foundational skills, and provide personalized extensions for on- and above-grade-level students during the core block.
English Language Arts textbooks and instructional materials used	<p>Primary Instructional Materials (HQIM)</p> <ul style="list-style-type: none"> • Louisiana ELA Guidebooks: Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • Supplemental & Adaptive Software: <ul style="list-style-type: none"> ○ 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.
Tier II	<ol style="list-style-type: none"> 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	<p>Tier II Intervention Plan</p> <ul style="list-style-type: none"> • Delivery & Provider: Tier II targeted interventions are delivered directly by certified classroom teachers, trained literacy tutors, and extensively trained literacy educators who have received specific professional development in executing LDOE-approved High-Quality Instructional Materials (HQIM) and evidence-based skill interventions. • Scheduling & Protection of Core Time (75 Minutes Every Other Day): Tier II intervention is scheduled for 75 minutes every other 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 75-minute Tier I core instruction. • Targeted Alignment & Data Diagnostics: The specific skills targeted during Tier II instruction are directly aligned with individual student deficit areas identified through current diagnostic and literacy

Section 2: Explicit Instruction, Intervention and Extension

	<p>assessment data (e.g., Lexia skill indicators, district interims, and daily formative assessments).</p> <ul style="list-style-type: none"> ● High-Quality Curriculum & Progress Monitoring: Educators consistently utilize curriculum-based measures and targeted skill assessments from approved HQIM with fidelity to measure the effectiveness of the intervention. To ensure timely adjustments and responsiveness to student growth, progress monitoring is conducted on a bi-weekly or weekly schedule, matched to the intensity of each student's identified needs.
List of available interventions and their descriptions	<p>Lexia Core: An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data.</p> <p>Targeted Teacher-Led Small Group Instruction: Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these sessions directly address student skill deficits identified through diagnostic assessments and daily progress monitoring.</p> <p>Amira Learning: An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking.</p>
Tier III	<ol style="list-style-type: none"> 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?

Section 2: Explicit Instruction, Intervention and Extension

<p>Tier III plan, including the amount of time</p>	<p>Tier III Intervention Plan</p> <ul style="list-style-type: none"> • Delivery & Specialist Provider: Tier III intensive interventions are delivered directly by a dedicated literacy interventionist who possesses deep conceptual knowledge, specialized expertise in evidence-based reading instruction, and full training in our adopted Tier III intensive reading curriculum. • Scheduling & Protection of Core Time (75 Minutes Every Other Day): Tier III intervention is delivered for 75 minutes every other day during a dedicated, protected intervention block (alternating with computer literacy/standalone classes). Master scheduling strictly guarantees that students receiving Tier III support are never pulled from or missing any portion of their daily 75-minute Tier I core instruction. • Targeted Alignment & Diagnostic Precision: The intensive instruction directly targets individual, foundational skill gaps identified through comprehensive diagnostic literacy assessments, Lexia skill placement data, and current benchmark results. • HQIM Alignment & Weekly Progress Monitoring: Curriculum-based measures and specialized assessments from approved High-Quality Instructional Materials (HQIM) are used with strict integrity to track intervention efficacy. Progress monitoring occurs at least weekly using targeted skill measures aligned to each student's specific deficit area, allowing the literacy specialist to adjust instruction, pacing, and intensity in real time based on student response to intervention.
<p>List of available interventions and their descriptions</p>	<p>Lexia: An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data.</p> <p>Amira Learning: An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking.</p> <p>Targeted Teacher-Led Small Group Instruction (Tier II): Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these small-group sessions directly address specific student skill deficits identified through diagnostic assessments and daily progress monitoring.</p>

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	<p>-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts</p> <p>-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</p> <p>-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</p> <p>-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</p>

Action Plan					
					diagnostic data, culminating student work
2	Weekly throughout the 2026–2027 school year	<p>Intentional Planning & Teacher Practice</p> <p>Implement weekly collaborative Professional Learning Community (PLC) planning sessions focused on intentional unit and lesson preparation using Louisiana ELA Guidebooks protocols.</p>	ELA Teachers, Instructional Coaches, Instructional Leadership Team (ILT)	LDOE 3–12 Unit & Lesson Preparation Guides, Guidebooks teacher editions, daily exit ticket templates	Completed weekly PLC lesson preparation templates; regular administrator walkthrough data reflecting aligned Tier I instruction; higher exit ticket mastery rates.
3	Daily instruction; bi-weekly tracking	<p>Tier I Vocabulary Deficits & Content Knowledge</p> <p>Integrate explicit, high-utility academic vocabulary instruction and daily context-clue routines across all Tier I Guidebook units and computer literacy blocks.</p>	ELA Teachers, Teachers, ILT	Guidebook unit vocabulary lists, Lexia vocabulary modules	Weekly exit ticket vocabulary data; mid-year interim benchmark growth in vocabulary sub-domains; Lexia skill completion reports.
4	Bi-weekly walkthrough rounds	<p>Leadership Support & Instructional Quality</p> <p>Conduct bi-weekly ILT walkthroughs specifically targeting teacher</p>	Principal, Assistant Principal, Instructional Coach, ILT	HQIM-aligned walkthrough rubric, ILT data tracking sheet	Walkthrough feedback logs showing an increase in teacher fidelity to planned checks for understanding; actionable coaching notes provided within 24 hours of observation.

Action Plan					
		intentionality in framing daily learning objectives, checks for understanding, and vocabulary application.			
5	Monthly data reviews (following each interim/unit assessment)	<p>Data-Driven Interventions & Subgroup Growth</p> <p>Analyze LEAP 2025 release items and interim assessment vocabulary trends to adjust Tier II/III intervention groupings and targeted small-group plans.</p>	ILT, teachers	District interim assessment dashboards, LEAP ELA assessment guides, Lexia progress monitoring reports	Updated intervention rosters reflecting specific vocabulary/comprehension skill gaps; a 5% increase in students meeting or exceeding proficiency on unit culminating tasks and annual ELA LEAP vocabulary sub-scores.

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>
August (Pre-Service / Launch)	Guidebooks Launch & Unit 1 Deep Dive: Overview of HQIM structures, 3–12 unit/lesson preparation protocols, and daily exit ticket routines.	All ELA Teachers and Instructional Leadership Team (ILT).
September – October	Intentional Planning for Academic Vocabulary: Explicit strategies for teaching high-utility vocabulary and context clues across Guidebook lessons to target LEAP score dips.	All ELA Teachers and Instructional Leadership Team (ILT).
November – January	Data-Driven Tier II/III Interventions: Utilizing Lexia and Amira diagnostic data to align small-group instruction and measure weekly progress monitoring with fidelity.	All ELA Teachers and Instructional Leadership Team (ILT).
February – March	Analyzing Student Writing & Culminating Tasks: Calibrating Guidebook writing rubrics, analyzing daily formative writing artifacts, and preparing students for LEAP text-dependent analysis.	All ELA Teachers and Instructional Leadership Team (ILT).
April – May (End of Year)	Evaluating PL Efficacy & Planning 2027–28: Reviewing walkthrough data, partner efficacy indicators, and student	Instructional Leadership Team (ILT), Principal, and District Literacy Coordinators.

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

LEAP/interim growth to plan upcoming professional learning cycles.

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: Intentional Lesson Prep & Daily Exit Tickets	100% of ELA teachers will complete structured 3–12 lesson preparation protocols to deliver daily, standard-aligned checks for understanding using Guidebooks exit tickets.	Weekly PLC exit ticket review logs, bi-weekly ILT walkthrough feedback forms, and exit ticket mastery trends showing ≥80% average student accuracy.
Cycle 2: Explicit Academic Vocabulary Routines	Integrate daily high-utility vocabulary and context-clue instruction into Guidebook core lessons to address LEAP vocabulary dips.	Bi-weekly vocabulary walkthrough checks, exit ticket vocabulary task performance, and interim assessment vocabulary sub-domain scores.
Cycle 3: Data-Driven Small Group & Intervention Alignment	Utilize Lexia and benchmark diagnostic data to refine Tier II/III small-group instruction and ensure progress monitoring fidelity.	Bi-weekly intervention progress monitoring entries, monthly ILT data review logs, and growth movement on Lexia skill completion reports.

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

Cycle 4: Text-Dependent Analysis & Writing Calibration	Calibrate teacher scoring of Guidebook writing tasks and increase student proficiency on text-based written responses.	Weekly PLC student work samples scored against state rubrics, mid-year interim written task growth, and leadership feedback during writing walkthroughs.
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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
Fall 2026 (TBD)	Title I Fall Family Literacy Night: Interactive literacy stations, LEAP & screener data interpretation workshops,.	evening scheduling, digital summary guides, and accessible accommodations.	Title I Coordinator, PTA/PTO.
Spring 2027 (TBD)	Title I Spring Family Literacy Celebration & Preparation: Grade-level LEAP preparation strategies,	Evening scheduling, virtual session links for remote	Title I Coordinator, PTA/PTO.

Section 4: Family Engagement Around Literacy

	home reading resources showcase, and Lexia/Amira family learning demos.	attendance, and translated takeaway materials.	
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Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan (SIP)	Annual SIP academic goals directly prioritize Tier I Guidebook instruction, explicit vocabulary development, and subgroup deficit reduction on LEAP 2025.	Monthly ILT progress reviews, quarterly SIP benchmark audits, and annual LEAP 2025 ELA score growth.
Early Childhood / Feeder School Partnership (ONCE Program)	Continuous alignment with early childhood feeder school who is utilizing the ONCE program to ensure strong foundational phonics, language acquisition, and smooth literacy transitions.	Joint feeder-school transition meetings
Cross-Curricular Disciplinary Literacy	Integrating domain-specific vocabulary routines, complex text reading, and	Walkthrough observational data in non-ELA content classes, cross-curricular student work samples, and

Section 5: Alignment to Other Initiatives

	evidence-based writing across Social Studies, Science, and Math instruction.	interim assessment writing scores.
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Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to: <ol style="list-style-type: none">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).		
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Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Teachers & Instructional Staff	Direct rollout of non-negotiable literacy expectations, HQIM pacing, and assessment protocols through weekly PLC meetings, grade-level collaboration sessions, and faculty updates.	Weekly during PLCs; August Launch & ongoing throughout the school year.
School Leaders & ILT	Bi-weekly leadership meetings to review walkthrough observational data, evaluate Tier I core health, analyze interim assessment metrics, and adjust coaching supports.	Bi-weekly throughout the 2026–2027 school year.
Families & Caregivers	Sharing literacy goals, student LEAP data interpretations, and home support strategies through Title I Literacy Nights,	Fall and Spring Title I Events; Quarterly progress reports.

Section 6: Communicating the Plan

	translated newsletters, and parent-teacher conferences.	
District Leadership & Community Partners	Reporting schoolwide literacy progress metrics, SIP benchmark data, and community engagement updates during review meetings and local partner briefings.	Quarterly (October, January, March, May).